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ABSTRACT

Seventy projects funded by the Elementary and Secondary Education Act, Title III, and providing the funds to public school districts to demonstrate the feasibility of educational innovations, are described in this document about Iowa Title III exemplary programs. Projects are subdivided according to planning grants, operational grants, guidance projects, and special programs and projects. They encompass the areas of career education, computer assisted instruction, computer managed instruction, curriculum development, educationally disadvantaged, environmental education, gifted and talented, individualized instruction, inservice training, interdisciplinary studies, learning disabilities, media, minicourses, needs assessment, preschool reading, and special education. (AM)

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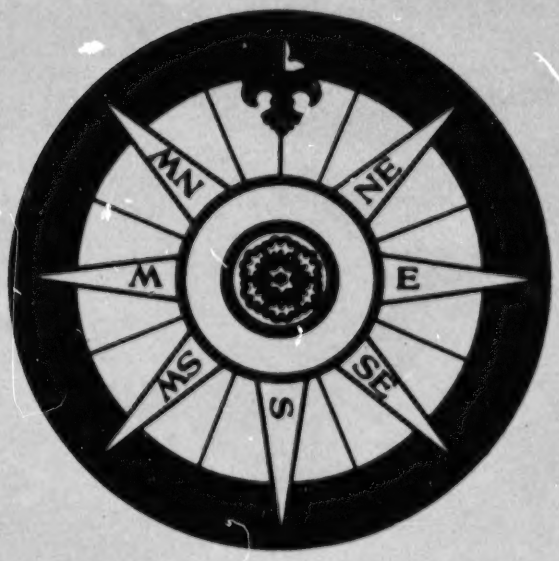

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Explorations

Title III ESEA
2 Programs in Iowa

Explorations

State of Iowa
Department of Public Instruction
Des Moines, Iowa 50319
1974

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Iowa
a place to grow

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M. A., Administrative Assistant
RICHARD N. SMITH, Ph.D., DEPUTY SUPERINTENDENT

Dear Educator:

This publication is being sent to you in an effort to inform you of the innovative and exemplary practices being utilized by the Title III ESEA projects in Iowa educational agencies. As interested educators, you are encouraged to use the materials as follows:

-- Have your personnel visit some of these on-going projects.

-- Review materials being developed within these projects.

-- Develop programs within your school using these projects as a base.

If you have questions concerning a particular project, call or write the project director. He will be happy to provide additional information. If you have questions about the ESEA Title III program, please contact our consultant.

Sincerely,

Robert D. Benton

ROBERT D. BENTON, Ed. D.
State Superintendent of Public Instruction

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02004	Preschool for the Hearing Impaired
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02012	Project ADVANCE
03002	Project BASIC Mathematics
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Project Number	Project Name
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02009	Exploring the Tangible World
02010	Model of Inservice Training for Educators
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02014	Prescriptive Home Stimulation for Educationally Deprived Preschool Children
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Foreword: The Purpose of Title III

Foreword: The Purpose of Title III

The role of Title III of the Elementary and Secondary Education Act of 1965, as amended, in the improvement of American education is that of demonstrating the feasibility of innovations in a local context. These demonstrations should meet the criteria of having been field tested following research and development phases, usually under the auspices of state educational agencies, universities, foundations, or educational laboratories. They should be exemplary in that they will serve as models for other school systems that may wish to visit or replicate them, and they should hold promise of being economically feasible. In this way, the Title III project bridges the research-to-practice gap by filling the diffusion role in the change continuum of research, development, diffusion, and adoption.

Under the Title III program, state educational agencies are authorized to make grants to local educational agencies for innovative and exemplary programs and projects which are designed to demonstrate ways of making a substantial contribution to the solution of critical educational problems. For purposes of Title III, "innovation" is defined as an approach or program which is new to a state or a particular geographical area within a state. An "exemplary" project is one which can serve as a model for other areas—a project which has proved to be successful and is worthy of replication. Thus, an "innovative" project may not necessarily be an "exemplary" project, since an innovative approach may or may not prove to be successful. "Substantial contribution" refers to a program or project which can be replicated elsewhere if evaluation proves it to be an effective approach to solving educational problems.

The extreme flexibility of Title III allows its resources to be focused on virtually any major educational need. It can be used as an effective agent to develop strategies for demonstrating exemplary programs to meet assessed needs and for designing innovative approaches that can be replicated by local educational agencies. Title III furnishes the seed money to produce innovative solutions to critical problems which are of concern to all or several states.

In making long-range plans for improving education, states will identify their most critical educational needs in cooperation with local educational agencies and will encourage the development of projects which demonstrate highly creative approaches to meeting these needs, with the ultimate aim of promoting widespread adaptation, through other funding sources, of those programs which are judged to be the most promising. Therefore, the aim of Title III is to design and demonstrate creative solutions to major educational problems which affect various states and the entire nation, rather than to provide direct aid on a massive scale.

For additional information on the ESEA Title III program in Iowa, contact:

Consultant, ESEA Title III
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Planning Grants

Planning Grants

In formulating a solution to a problem or in designing a new program, adequate planning is a vitally important function and a proper objective under Title III. Planning normally involves utilization of persons with expertise in the area involved and the best material resources available to assist in the design of pilot and operational activities.

The purposes of a planning grant are to determine the feasibility of an idea and to prepare an operational grant proposal. Planning grants may not exceed one year in length and are generally limited to $10,000. Planning grants are considered part of the total project period which has a maximum duration of three years. Thus, a planning grant does reduce the funding period of an operational grant.

During Fiscal Year 1973, 10 local education agencies were involved in 11 planning activities supported by Title III funds. Of these 11 grants, eight produced operational proposals which were approved and funded. These eight projects, which are now in operation, include: Individualizing a Trimester Core Program, Ayrshire Consolidated Schools; Model of Inservice Training for Educators, Iowa City Community Schools; Prescriptive Home Stimulation Program for Educationally Deprived Pre-School Children Utilizing Para-Professionals, Marshall-Poweshiek Joint County School System; Project BASIC Mathematics, Cedar Rapids Community Schools; Modality Oriented Reading Instruction, Dubuque Community Schools; Learning Disabilities: Secondary Schools, Des Moines Community Schools; Project Challenge, Cedar Falls Community Schools; Student Planned and Evaluated Learning, Malcolm Price Laboratory School, University of Northern Iowa. Descriptions of these projects can be found in the following section.

Two planning activities of Fiscal Year 1973 did not result in operational projects. Another planning grant has been developed into an operational proposal which has been submitted for funding. Following are descriptions of these three planning grants.

Picturephone Project
Project Number 10008
Waterloo Community Schools
Project Period: January 1, 1972, to December 31, 1972
Barbara Corson, Director
West High School
Baltimore and Ridgeway
Waterloo, Iowa 50702

The purpose of this planning activity was to investigate the potential of the Picturephone in education. The Picturephone is a two-way, audio-visual device developed by the Bell Laboratory Division of the Atlantic Telegraph and Telephone Company.

As a pilot activity, two pairs of Picturephones were placed at West High School. A wide range of experiments

was conducted in an attempt to answer some of the following questions: How many students can see or hear one Picturephone? How many individuals can be seen or heard on one Picturephone? What size print is easily readable? What colors are most visible? What kinds of subject matter best lend themselves to Picturephone instruction? What types of people adapt most easily to instructing via Picturephone? What audio-visual media can be adapted most easily to the Picturephone? How difficult is the effective operation of the equipment? Experiments were designed to simulate what might be done with a Picturephone system linking two or more school buildings.

During the first semester of this project, 15 teachers taught 21 different classes in six discipline areas for periods of not less than one or more than four weeks. In addition to several short-term experiments, eight long-term experiments were conducted during the second semester. Five methods of using the Picturephone system as an instructional-learning tool emerged: (1) an instructor teaching to a small group in a remote location attached by Picturephone to a class in his classroom; (2) an instructor teaching from the Picturephone Office to students in the classroom; (3) an instructor working with students on a one-to-one basis; (4) an instructor working with two groups of Picturephone students simultaneously using two pairs of Picturephones; and (5) students interacting with students.

Data obtained during these experiments indicated that students taught via Picturephone learned at least as well as those students in the regular classroom. Mathematics and foreign language were two subject areas which were readily adapted to Picturephone instruction. In two individualized reading courses, students preferred Picturephone reporting over face-to-face reporting by a ten-to-one margin.

This planning activity was supported by $15,000 of ESEA Title III funds. Because of the unavailability of a line-casting system between buildings and the accompanying high costs, a decision was made not to provide additional ESEA Title III funds for an operational Picturephone project.

A Multi-School Cooperative Evaluation Project Among Small Rural Schools
Project Number 10012
Buffalo Center Community Schools
Project Period: September 1, 1972, to August 31, 1973
Irving Larson, Coordinator
Buffalo Center, Iowa 50424

This planning activity incorporated the following objectives: (1) to determine the feasibility of a multi-school cooperative effort to assess educational needs; (2) to identify, select, and specify shared educational goals for several small Iowa schools; (3) to determine if the needs assessment procedure contributes to productivity of dissimilar groups; (4) to conduct needs assessment and goal establishment activities using techniques suggested in the Center for the Study of Evaluation Model; and (5) to design an operational proposal for implementing the four evaluation phases suggested in the CSE Model. The northern Iowa schools participating in this project are: Buffalo Center, Lakota, Rake, St. John, Swea City, Thompson, and Woden-Crystal Lake.

Shared educational goals among the schools were identified by consensus of twelve representatives from each of the seven communities. Citizens, students, school board members, teachers, and administrators participated. Consultants were utilized to conduct a workshop demonstrating needs assessment skills, to evaluate and provide feedback on the planning activities, and to assist in writing the operational proposal.

The CSE Model entails delineation of possible goals, determination of the priority-ranking of goals, assessment of the extent to which goals are met, and decisions to ascertain goals which are needed to eliminate existing discrepancies. This model suggests four evaluation phases: program planning, implementation evaluation, progress evaluation, and outcome evaluation. Progress through these stages will aid in attaining the shared goals and objectives delineated by the representative groups from each community during the needs assessment.

Through large numbers of respondents, each community developed a ranking for 118 educational goals. All goals within the top quarter for five or more districts were given further consideration resulting in a list of 24 goals. Each community's steering committee then provided their perception of how that district was meeting these 24 goals. Current performance level for each of these goals was assessed using selected instruments.

The following goals were perceived to have a low attainment level within the districts: listening reaction and response, speaking, career information, occupational information, knowledge and interpretation of mass media. Because of actual performance, districts need to concentrate efforts on these goals: neuroticism-adjustment, dependence-independence, socialization-rebelliousness, school orientation, need achievement, practicing health and safety principles, and speaking.

To meet these needs, these districts are planning a three-part program. The first component involves aid to teachers in the affective domain. The second component is the establishment of course materials which emphasize speaking and understanding media. The final component will involve the health personnel within each district who will conduct inservice sessions with the respective staffs regarding the incorporation of health and safety education into the curriculum.

Financial support for this planning activity included $6,500 of ESEA Title III funds.

An Interdisciplinary Humanities Program for A Wide Range of High School Students
Project Number 10014
Cedar Falls Community Schools
Project Period: November 1, 1972, to April 1, 1973
Robert Rellihan, Director
903 Washington
Cedar Falls, Iowa 50613

The purpose of this activity was to plan the development and implementation of a high school humanities course which would encompass the areas of social studies, English, speech and drama, music, art, and science. The result was a proposal for an operational grant which would involve approximately 100 students in the Cedar Falls High School beginning in the fall of 1973.

The structure of the program was based upon broad themes and basic concepts; this structure was intended to promote humanistic behavior. These six units of instruction were proposed: Man and Society; Freedom and Justice; Values: Harmony and Discord; Man and His Environment; War and Peace; Change and the Future of Man. The majority of activities were planned to enable the individual learner to set and attain his own goals. The program aimed to develop attitudes, values, feelings, motivation, appreciation, self-realization, and voluntary behavior. Students would be encouraged to experiment and to try new learning experiences.

The planning activities mainly involved the project director and one teacher from each of the six subject areas included in the program. Survey information previously obtained from students was utilized. The project staff was involved in a series of 15 one-hour planning workshops. Among the activities of the workshops were: discussions of professional literature relating to humanities and interdisciplinary education; examination and evaluation of instructional materials; discussions with consultants regarding objectives, measurement, and evaluation; the development of objectives, content, and student and teacher learning activites; and the preparation of bibliographies.

The resulting proposal requested $67,000 of ESEA Title III funds for the first year of an operational project. The proposal was approved but at a reduced budget of $40,000. The project administrators concluded that this reduced funding would greatly reduce the possibility of success for the project and lower the quality of instruction for other students in the program. Consequently, this proposal was withdrawn from consideration for funding.

Operational Grants

Operational Grants

After planning activities have been conducted, either with local resources or with Title III funds, an operational proposal may be submitted for financial support through ESEA Title III. Each project application is reviewed by an outside panel of experts, the Title III Advisory Council, and DPI staff members. A recommendation is then taken to the State Board of Public Instruction for those applications judged to meet the following criteria:

(a) Evidence that it is designed to demonstrate solutions to identified critical educational needs and will substantially increase the educational opportunities of children in the area of the State to be served;

(b) Provisions for the development of concepts, practices, and techniques which can be adapted or adopted elsewhere;

(c) Promising concepts or practices recognized as unique, original, unusual, innovative or exemplary;

(d) Concepts or practices which are economically feasible and effective;

(e) Evaluation strategies and procedures based on valid methodology which will provide evidence of the extent to which performance of the participants is improved;

(f) Performance objectives which are measurable, and appropriate activities which will provide evidence of the extent to which performance of the participants is improved;

(g) An awareness of information concerning similar programs, relevant research findings, and views of recognized experts;

(h) Provisions for staff with professional qualifications adequate to achieve the project's stated objectives;

(i) Provisions for budgeted expenditures for adequate and appropriate facilities, equipment, and materials which show a direct relationship in facilitating the achievement of the stated objectives;

(j) Documentation that in the planning of the project there has been, and in the operation and evaluation of the project there will be, (1) utilization of the best available talents and resources and (2) participation of students, teachers, parents, school administrative personnel, private nonprofit school representatives, and other persons including those with low income, broadly representative of the cultural and educational resources of the area to be served;

(k) Provisions for dissemination of information about the proposed project which are appropriate and adequate for the area to be served.

Special consideration must be given to proposals which were planned in accordance with a planning project funded under Title III. Special consideration must also be given to proposals from local educational agencies that are making a reasonable tax effort but are unable to meet critical educational needs because of overcrowded, obsolete, or unsafe conditions.

Following are descriptions of projects operating in Iowa which were judged to meet the above criteria and were approved by the State Board of Public Instruction.

Handicapped Children's Nature Study Center
Project Number 00001
Muscatine-Scott County School System
Project Period: September 1969 to October 1972
David M. Lanaghan, Director
1523 South Fairmount
Davenport, Iowa 52802
(319) 326-4969

This project, now concluded, was designed to provide the benefits of outdoor education for the handicapped by achieving the following objectives: (1) providing firsthand experiences for handicapped children; (2) enriching and extending the basic curriculum to the outdoors; (3) providing experiences that increase knowledge, develop healthy attitudes, and increase the child's awareness that he is a part of nature; (4) broadening the scope of outdoor education in the minds and practices of teachers, parents, and citizens; and (5) developing a course of study related to the utilization of the Handicapped Children's Nature Study Center. Activities of the project included cookouts, building and maintaining gardens and birdhouses, tracking, bird study, field trips, weather study, conservation projects, studying and collecting rocks and minerals, and constructing nature plaques.

During the project period, $87,000 of ESEA Title III funds were granted to this project. Initial development included the preparation of a six-acre site adjacent to Fairmount School in southwest Davenport and the formulation of educational materials which included two curriculum units and five teaching guides. A newsletter was sent each fall, winter, and spring to all special education teachers, supervisors, and coordinators in Area IX.

The evaluation strategy included the use of teacher observation checklists, small group discussion, subjective evaluations of student interest in, and interaction with, other students concerning environmental education materials, surveys and questionnaires about use of the Center and materials, and teacher feedback about the benefits of the program to special education students.

Nearly 1,000 handicapped children in Area IX utilized the Center during the project period. The effectiveness of the Center was demonstrated by the fact that there was a

substantial increase in the number of requests for the use of the Center and its program during this time. Users included both large and small groups as well as individuals. The expressed values of this usage were many and varied. The teachers and administrators involved anticipate continued use of the Center. This program is now operated and supported wholly by the Muscatine-Scott County School System.

Media Now
Project Number 01001 (Operational)
03001 (Dissemination)
Mount Ayr Community Schools (Operational grant)
Montgomery County Schools (Dissemination grant)
Project Period: September 1, 1970, to December 31, 1972 (Operational grant)
January 1, 1973, to June 30, 1974 (Dissemination grant)
Ron Curtis, Director
Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566
(712) 623-4913

This project involved the development of a media course for secondary students and a companion course at Iowa State University for teacher-adopters of the course. The program was developed in the Mount Ayr Community Schools in 1970. Major goals of the project were to improve student skills in the production and consumption of media messages and to improve their attitudes toward teachers, school, media, and themselves. Activities of the course include instruction in film techniques, terminology, and persuasion strategies, production of media presentations by students, and production of curriculum materials and techniques for use by teachers.

This one-semester course was developed and field tested in a number of southwest Iowa schools. The evaluation attempted to determine the effect of the course on students' perception of the meaning of media messages,

their affective response to messages on film, their susceptibility to persuasive strategies, their verbal sophistication in response to film messages, and their artistic sensitivity. Instrumentation consisted of both standardized tests and locally designed measures. Included were the Self Concept Attitude Scale, the Teacher Attitude Scale, the School Sentiment Scale, the Stanford Achievement Test (art and humanities section), the Meier Art Judgment Test, and individual measures of attitudes toward media study, movies, newspapers, censorship, and aesthetic values.

As a result of the second year evaluation the following summary comments were made. The student course has significantly improved the students' usage of media terminology and understanding of media effects. Students who completed the course were more resistant to persuasion by media messages than were students in the control group. Students in the course developed more positive attitudes toward school and the aesthetic value of newspapers while their attitude toward censorship declined. Experimental and control students did not differ with regard to their self concepts or their attitudes toward movies. Students enrolled in the course showed greater diversity of program types in their later media exposure and indicated that this exposure had become more self-selected. At the same time, students evaluated more favorably the media programs they watched during the later weeks of the course.

The cost of installing the course in a school has been estimated at $500, provided the school has a minimal amount of audio-visual equipment. A dissemination grant has been provided to the Learning Resources Center in Red Oak, the developers of the course, for the production of 500 complete courses of study for the Media Now curriculum. Each package is designed for 25 students and contains: 50 Learning Activity Packages, 25 Student Learning Activities Guides, 25 Student Learning Activities Books, one Teacher Activity Book, and one Media Dictionary. ESEA Title III funds are underwriting 50 percent of the cost of each package; local school districts in Iowa may thus obtain the Media Now program for $250. Also included in this cost is a two-day inservice training course for those who will be teaching the course. By September of 1973, 50 Iowa school districts had adopted this course into their curricula.

During the 1972-73 year, the Media Now Project was validated by a four member team from outside the State of Iowa. This team determined that this project was innovative, successful, cost-effective, and exportable. Media Now was one of 107 Title III projects to achieve this recognition following a nationwide study.

The operational phase of Media Now was 28 months in length and received $164,000 of ESEA Title III support. The dissemination activity will span 18 months and is being supported by an additional $125,000 of Title III funds (500 courses of study at $250 each).

Project PLAN*
Project Number 01062
College Community Schools
Project Period: July 1, 1971, to June 30, 1974
Howard Strong, Director
401 - 76th Avenue, S.W.
Cedar Rapids, Iowa 52401
(319) 848-4121

Program for Learning in Accordance with Needs (PLAN*) was developed by the Westinghouse Learning Corporation. This program is designed to individualize instruction for students in the four major academic subjects through the use of computer-based management. Programs of Study (POS) developed by the teacher in conjunction with information stored in the computer concerning the child's previous learning experiences consist of sets of instructional objectives to be achieved by the student through Teaching Learning Units (TLU'S).

This project involves all students in grades 1-6 in the College Community Schools. The objectives of the program are: (1) to individualize instruction in language arts (including reading), math, social studies, and science, (2) to provide a maximum of successful learning experiences, (3) to instill in students the ability to learn on their own, and (4) to provide a comprehensive guidance program for all students.

A daily computer printout showing the student's progress in the four subject areas is provided to teachers. This printout furnishes a base for the teacher and student to make decisions concerning the selection of learning activities that will be most appropriate to the child's ability to master the objectives of his Teaching Learning Unit. A weekly printout summarizes the modules completed by each child during the week. A monthly progress report is supplied to administrators and reveals the degree of individualization among the children in any given instructional area. This report lists the number of active modules as well as the number of children assigned to each module.

Progress toward achievement of objectives in the cognitive domain is being measured by the Metropolitan Achievement Tests, Gates-McGinitie Reading Tests, and tests constructed by the Westinghouse Learning Corporation. Affective growth is being measured by the Coopersmith Self-esteem Inventory, the General Anxiety Scale and the Test Anxiety Scale for children. Student,

teacher, and parent surveys concerning progress as well as attendance records are also being used.

Children have been placed in learning situations ranging from highly structured to almost totally unstructured. Observations have been made whereby a child's activity is recorded every minute for a 30-minute period to determine the percentage of productive time in each of the different settings. Results indicate that students spend more time in productive activities in the PLAN* program than in a traditional program.

Observations have been made to determine changes in behavior and attitudes of students. Parents, teachers, counselors, and principals report that students' attitudes toward school, siblings, and playmates have improved greatly. Similarly, much improvement in the interaction among children in group activity has been seen.

Empirical evidence indicates that there has been a significant increase in the self-esteem of students as well as an improvement in their self concept. At the same time a significant decrease in general anxiety and test anxiety was detected. Children who show a drop in self-esteem or an increase in anxiety are given special attention by counselors and teachers. Their program is often changed at that time.

On standardized achievement measures, the elementary students in the College Community Schools generally achieved at or beyond the level expected after a year's instruction with PLAN*. In comparison with national percentile ranks, the College Community Schools generally rank at or beyond the 50th percentile in reading and math. In previous years the scores consistently fell in the 25th to 30th percentile range. Although considerable gains in rank were noted in some grade levels for these two subjects, some grades scored slightly below the 50th percentile in language arts when compared nationally. Test scores in spelling were consistently lower than the other subject areas (40th percentile).

The first year grant for this project was $180,000. For the second year, $120,000 of ESEA Title III funds were provided. The third year of this project will be supported by $60,000 of Title III funds.

The PLAN* program, as a core curriculum, has been expanded to grades 7-8-9 in language arts and math and in all subject areas for about 150 students in grades 10 and 11.

Home Start II
Project Number 01003
Waterloo Community Schools
Project Period: September 1, 1971, to October 31, 1974
Mrs. Helen Thompson, Director
1516 Washington Street
Waterloo, Iowa 50702
(319) 233-8491

Home Start II is an education-community which provides pre-school enrichment for children two to five years of age from specified target attendance areas; the program is a refinement of Home Start I, an earlier three-year enrichment program (1968-1971) which was also designed for children from two to five years of age. Approximately two-thirds of the Home Start children are educationally disadvantaged, and an estimated 30 percent of the youngsters are either physically or mentally handicapped (some children are both handicapped and educationally disadvantaged).

Play materials, diagnostic tests, social worker assistance, and parent-teacher intervention play important roles in providing enrichment to pre-school black and white children. This project is intended to facilitate pre-school development of disadvantaged as well as non-disadvantaged children, to enable parents to become more effective teachers of their pre-school children, to coordinate pre-school activities with elementary school curriculum, to increase communication between schools and supportive community agencies, to increase community understanding of and support for preventive education, and to conduct research concerning early childhood education.

Home Start aides make weekly home visits to identify children who need help and enrichment, to confer with parents concerning the development of their pre-school child, and to provide feedback to Home Start specialists and teachers about the social and intellectual needs of each child. Parents' meetings are conducted to distribute information necessary for the social and intellectual development of the pre-school child. Inservice training of professional and paraprofessional staff provides information concerning early childhood education, diagnostic procedure, and social and intellectual interaction between parent and child.

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Children enter the program at age two and continue for three years. During the first two years the basic element of the program is a weekly visit to the child's home by a Home Start aide. These visits usually last for an hour with some flexibility depending upon the motivation and involvement of family members. The focus of the home visits is on the flow of educational stimuli within the home, the response of all family members to those stimuli, and exploration of how within-family learning occurs, and the enhancement of community involvement for family members. Additional services to Home Start children are provided by a social worker and a nurse.

A home economist is engaged in coordinating parent activities and making home visits to teach such activities as sewing, crafts, and preparation of nourishing and appetizing meals. All staff members share responsibility for scheduling relevant inservice training which draws from a wide segment of the community.

During the third year these home-centered procedures are supplemented by classroom experiences. Children residing in Area A (the most economically depressed areas of Waterloo) are provided an academic-year program of two-and-one-half hours per day, three days per week, with a pupil-teacher ratio of 15 to one; children residing in Area B (less economically depressed areas than Area A) participate in a similar program two days per week. Although a cognitive component is included, higher priority is given to intrinsic motivation and to creating an environment which arouses the child's desire to interact with the people and objects about him. Throughout the three-year period the main thrust lies in building a series of activities within the home and raising the coping skills of children and family members.

For evaluation, the project uses summaries of parent meetings and home visits, the Wide Range Achievement Test, the Iowa Tests of Pre-school Development (which is administered at six-month intervals), physical and dental examinations, the LRS Seriation Test, and evaluations of the child's special language and hearing progress. When the children complete the program they will be given the Primary Mental Abilities (PMA) tests and the results conveyed to the kindergarten teachers. In addition, PMA attainments of Home Start children will be compared with PMA scores of their older siblings as well as other children with similar demographic characteristics.

As of June 1, 1973, Home Start II children had demonstrated significant gains in achievement following involvement in this program. Longitudinal studies from Home Start I indicate that gains on the PMA were maintained through the kindergarten year and into first grade. However, a shift in the pattern of the gains was noted inasmuch as at five years of age Home Start I children significantly outperformed their older siblings on the Verbal Meaning and Perceptual Speed subtests of the PMA. In first grade Home Start I children maintained gains in Perceptual Speed but the differences in Verbal Meaning had disappeared. Moreover, significant differences were then (in first grade) noted in the Number Facility and Spatial Relations subtests. The results also reveal that program participation resulted in wider intra-child scatter which appears to underscore the potential value of individualizing educational procedures. Thus, almost five years after the children's enrollment in Home Start I, both black and white children registered greater achievement gains than their non-participating siblings.

As a continuation of Home Start I, Home Start II received $129,826 of ESEA Title III funds during the first year and $86,551 during the second year. The third year grant award will be in the amount of $43,275.

Diagnostic and Educational Center for Learning Problems
Project Number 01005
Des Moines Independent Community Schools
Project Period: July 1, 1971, to June 30, 1974
Dr. Thomas A. Jeschke, Director
East 27th Court and State Avenue
Des Moines, Iowa 50317
(515) 265-2180

The target audiences for this project include learning disabled children in kindergarten and grades one and two and regular classroom teachers. The project provides a Center in the Rose Elementary School in Des Moines for the identification, diagnosis, and remediation of about 60 severely learning disabled children. In addition it provides professional consultant help to teachers of less severely learning disabled children (numbering about 200) and inservice help to teachers of students with learning disabilities, and to other teachers on a voluntary basis.

The major objectives of the program are to identify and aid, through remediation and teaching of basic skills, children with severe learning disabilities and/or sensory motor deficiencies and to educate regular classroom teachers about the specific needs and characteristics of these children.

Activities designed to achieve these objectives include the following:

(1) One-half day educational program for about 60 students with learning disabilities;

(2) Consultant help to teachers of 11 project schools involving about 200 children with less severe learning disabilities;

(3) Inservice training for teachers of the 60 children who receive the half-day educational program;

(4) A parent-education program for parents of learning disabled children;

(5) An inservice program for teachers in schools throughout the city to inform them about learning disabilities.

To assess the effectiveness of the project, the following instruments are being used: the Illinois Test of Psycholinguistic Abilities, the Peabody Individual Achievement Test, and a locally-devised test for measuring the teacher's knowledge of learning disabilities. The greatest gains to date appear to be in the areas of language development, socialization, and process development. Significant academic gains were noted in some individuals, but are not consistent for all students participating. Observations by principals, teachers, and parents reflect an improved attitude by the students both at home and at school. Teachers in the project have shown significant gains in their knowledge of learning disabilities as a result of the project's inservice component.

In the first year of the project, $150,679.60 of Title III, ESEA, funds were expended and in the second year, $97,150.00. Projected expenditures for the third year include $50,000 of Title III funds.

Project ECO—An Evironmental Curriculum Opportunity
Project Number 01006
Ames Community Schools
Project Period: May 1, 1971, to June 30, 1974
Dr. Luther Kiser, Director
120 South Kellogg
Ames, Iowa 50010
(515) 232-3400

Project ECO attempts to broaden and enrich the base of elementary and secondary school activities related to understanding and preserving the environment. The major emphasis is to develop a controlled system for learning outside the classroom.

The two major objectives of the project are: (1) to engage students in observation, investigation and evaluation of a variety of ecological relationships and conservation practices in order to develop the concept of stewardship of natural resources; and (2) to obtain support of teachers for this program through their involvement with project activities.

Field experiences are provided with the assistance of two buses outfitted as mini-labs and two 40-foot semi-trailers equipped as mobile science laboratories. During the first two years of operation, students in grades 1, 3, 5, 7, and 9 spent three days in the field at intervals throughout the school year. Activities have been developed and compiled which utilize the resources available at the various sites at different times.

Elementary teachers received one-half day of inservice training prior to each field trip with their students. This training was intended to help them understand the philosophy of the project, perceive ways to handle a class in the field, and envision how to organize activities in the field according to goals established by each teacher.

The high school program consists of two three-week sessions conducted during the summer. This "course" carries high school science credit and is open to students of all ability levels. Students spend two of the three weeks camping in the field. Each student initiates and completes a research project during the three-week period. Between 25 and 30 students participate in each of the sessions.

In addition to the regular school-year program in grades 7 and 9, a two-week summer session for junior high students is held. This course carries no grade or credit for the students and is open to both boys and girls of all ability levels. The thrust of this program is plant, animal, and mineral assessment of several different ecological environments. The use of tools and techniques necessary for scientific assessments is stressed.

An additional component of this project is the development of the Fellows Elementary School site into an outdoor, living laboratory. This site will consist of an ecological balance of the flora and fauna native to central Iowa.

To assess the impact of this project, teachers and students were randomly assigned to experimental and control groups during the initial year. Questionnaires of teacher attitudes, the Test of Science Knowledge, the Student Association Test (Primary), the Environmental Attitude Survey, measures of teacher self-perceptions of adequacy in teaching ecological concepts and changes in teacher attitude toward ecological concepts, and parent questionnaires were all utilized to determine the effect of the program.

Testing with students at all levels revealed improved attitudes in the experimental groups relative to environmental management education. Improvements in cognitive test results at best favored the experimental groups and at worst revealed no significant differences

between groups. Teacher attitude and knowledge were improved as a result of the project activities. Parent attitudes were very supportive of Project ECO activities.

During the 1972-73 year, Project ECO was validated by a four-member team from outside the State of Iowa. This team determined that this project was innovative, successful, cost-effective, and exportable. Project ECO was one of [illegible] Title III projects to achieve this recognition following a nationwide study.

Expenditures for the first two years of this project were $127,098 and $84,547 respectively. The grant award for the third year is in the amount of $42,366.

Formulating and Testing Diagnostic Procedures Needed for Individualizing Instruction
Project Number 01007
Newton Community Schools
Project Period: July 1, 1971, to August 31, 1973
Rex Miskimins, Director
310 East 23rd Street, South
Newton, Iowa 50208
(515) 792-7324

The purpose of this project was to create, develop, and/or identify a number of ways in which teachers can diagnose the instructional needs of children in order to insure that the individualized instruction experiences prescribed for children are consistent with their learning needs. The overall goal of this project was to develop behavioral objectives and diagnostic procedures in reading, mathematics, and language arts for kindergarten through grade 8. At the same time the learning needs of each student would be determined, the objectives and procedures would be tested, and teaching strategies which utilize the diagnostic data would be developed.

The major objectives were: (1) to develop diagnostic procedures based upon instructional objectives, both cognitive and affective, in reading, language arts, and mathematics; (2) to coordinate these procedures with a continuous developmental program of learning; (3) to record and catalogue the results in a concise and sequential form; and (4) to develop effective teaching strategies which utilize the diagnostic data.

During this project's two years of operation, the workshop team developed 867 behavioral objectives in English, 264 in spelling, 958 in reading, and 1,104 in mathematics. Reference materials for reading and mathematics have been compiled and placed in every elementary classroom in the district. The program also developed some pre- and post-tests and learning packets.

This project, now terminated, expended $61,766.88 of ESEA Title III funds during its first year of operation. The second-year grant award was in the amount of $44,459.55.

Project Individually Prescribed Instruction (IPI)
Project Number 01008
Linn-Mar Community Schools
Project Period: June 1, 1971, to May 31, 1974
George Evans, Director
P.O. Box 307
Marion, Iowa 52302
(319) 377-7387

The purpose of this project is to individualize instruction in spelling and mathematics for elementary students using methodology developed at Research for Better Schools. Inservice education and attention to affective growth in students will supplement efforts to produce cognitive growth.

The objectives of the program are: (1) to individualize the instructional program in spelling and mathematics; (2) to measure affective changes in youngsters resulting from IPI instructional procedures; (3) to evaluate achievement in spelling and mathematics as a result of participating in the IPI program; (4) to train administrators and teachers in individualized procedures; (5) to encourage the application of individualized procedures in other instructional areas; and (6) to communicate to parents and patrons the purposes and techniques of individualized instruction.

Through the use of IPI materials, the teacher selects appropriate instructional objectives and assesses each student's status in relation to the objectives. The teacher then prescribes a program to be used by the student in mastering the objective. The student works mainly as an individual under teacher guidance; however, some provisions are made for small group and large group activities. The teacher conducts formative evaluation of the student's progress toward his objective and summative evaluation of the student's mastery of the objective. Each teacher receives clerical assistance from a teacher aide.

The Stanford Achievement Test (spelling and math subtests) and the Iowa Test of Basic Skills are used to measure cognitive changes in students. The Prouse Subject Preference Survey and the Coopersmith Self-Esteem Inventory are being utilized to assess affective changes. Teacher interviews and classroom observation checklists were used by the Iowa Title III staff to determine the impact of the program.

Results to date indicate that cognitive growth is generally occurring at the expected rate of one month per month of instruction. Fourth grade students demonstrated a more positive attitude toward both math and spelling. No significant changes were noted in similar attitudes of fifth and sixth graders. No consistent or significant changes in students' self-esteem were noted over a one-year period.

Teachers are generally satisfied with the IPI program and materials although they find the classroom activities more physically demanding than traditional programs. They feel that students perform better with this program, particularly the slow and accelerated learners. Most teachers believe that they are now individualizing instruction while maintaining personal contact with students. Classroom observations revealed that students were involved in instructional activities nearly 75 percent of the time. A preponderance of these activities were independent in nature.

ESEA Title III funds expended during the first and second years of this project were $59,247 and $39,489 respectively. A grant award of $19,749 was made during the third year of operation.

A Program to Improve Social Studies Instruction in the Ottumwa Schools
Project Number 01009
Ottumwa Community Schools
Project Period: June 1, 1971, to June 2, 1973
Willis Ahrens, Director
205 East Fifth Street
Ottumwa, Iowa 52501
(515) 684-6597

This project was designed for using a multi-media approach to social studies instruction, emphasizing sequential learning, shifting away from the accumulation of facts for their own sake, and requiring students to see relationships and make inferences from facts. The major objectives of the program were: (1) to revise the social studies curriculum using newer social studies materials; (2) to develop a process-based inquiry approach; (3) to evaluate the various social studies materials; and (4) to use on a trial basis a variety of social studies materials incorporating an inquiry approach.

Limited school trials of a variety of new social studies materials were conducted to provide the Ottumwa teachers with an experimental base for participating in curriculum revision. In addition, these materials, with their stress on teaching methodology, were used in the retraining of teachers. Three elementary schools, the three junior high schools, and the high school were involved in these trials.

A two-week preservice training program in the rationale, objectives, methods and learning theory of the various materials was held. Six days each month were designated as curriculum days when consultants worked with teachers and students in the classroom.

Through the use of the Guided Self-Analysis System, teachers analyzed their own teaching behavior as observed on video tape. This portion of the program was offered on an individual basis; approximately 20 percent of the teachers in the project schools participated.

The Test of Social Studies Processes was used to determine changes in students' abilities to grasp relationships and inferences. Pre- and post-attitudinal surveys were locally developed to measure student and teacher feelings regarding the inquiry methods used in this study. The samples used for evaluation consisted of four elementary schools, all junior high schools, and the senior high school. The statistical treatments utilized were gains analysis and covariance analysis, where feasible.

The analyses indicated that there were significant gains in student abilities within grades for both the experimental and control groups. In general, the greatest average gains were obtained by students instructed via the inquiry method. Observations of classroom teaching by the project evaluators revealed that those teachers who used inquiry methods made positive growth in their attitude toward inquiry materials.

This project, now terminated, received $38,000 of ESEA Title III funds during the first year and $25,333 for the second year.

Satellite Library Media Center Project
Project Number 01010
Sioux City Community Schools
Project Period: July 1, 1971, to June 30, 1974
Marie Haley, Director
1221 Pierce Street
Sioux City, Iowa 51105
(712) 258-0184

The purposes of the Satellite Media Center Project are to develop staff, both professional and paraprofessional, and to improve library services to students and staff. The target population for the project consists of the students in eight public schools and one parochial elementary school in Sioux City.

The project offers expanded media services to more students and teachers through a central facility which serves eight satellite elementary schools. To make a more equitable division of professional staff members among the 28 schools, the project has undertaken to train paraprofessionals.

The resulting library aide training program is under the direction of the project director and two professionals who work out of the core center. The aides are trained in inservice and on-the-job sessions. This program includes instruction in library skills, processing procedures, school policies, research tools, and reviewing and selection programs. This training has been conducted by members of the library-media staff as well as from other departments within the school district.

The core school (Whittier) is the main location for the two professional staff members and one full-time and one half-time paraprofessional. The project director is assisted half-time by a secretary who also assists half-time in the

processing center. Each of the project school libraries is served by a library aide-trainee who works six hours a day.

Library attendance records, circulation records, and a 50-item Library Skills Test to measure growth in the student library/research skills make up the core of the essential evaluation strategy. A survey to assess the attitudes of students, teachers, and parents toward this program is being developed for use during the project's third year.

In all project schools the presence of full-time library personnel has resulted in increased attendance and book circulation. A total of 312 students in project schools and 316 students in matched control schools were administered the Library Skills Test. The project students scored significantly higher. Comments from teachers in the project schools indicate satisfaction with the program.

Funds for this project has been provided through ESEA Title III in the following amounts: First year, $35,145; Second year, $25,333; Third year, $12,667.

Assistance in Communication Skills–DISTAR
Project Number 02000
Davenport Community Schools
Project Period: January 1, 1972, to December 31, 1973
Timothy Quarton, Director
1001 Harrison Street
Davenport, Iowa 52803
(319) 323-9931

The Direct Instructional System Teaching Arithmetic and Reading (DISTAR) contains programs to teach reading, language, and arithmetic. The materials were designed primarily for preschool and primary children. The instructional techniques and sequence of the programming of the objectives were intended to make the system especially appropriate for students who have traditionally had difficulty learning from other materials (disadvantaged and minority group children). The DISTAR program starts with basic readiness tasks and allows each student to progress at his own rate. Techniques for grouping, acceleration, and student motivation as well as provisions for evaluation, reinforcement, and review have all been incorporated into the program.

The target of this project is the primary children in Lincoln Elementary School which is located in Davenport's inner city. The project's objectives are to improve speech patterns, increase listening abilities, demonstrate significant improvement in reading readiness, increase the rate of growth in reading achievement, improve social attitudes, and increase self-esteem of these students.

Structured oral sessions in reading, language, and arithmetic are conducted daily. Supplemental seat work is used to reinforce the oral sessions. Also utilized are games and exercises, audio-visual aids, and selected field trip experiences. Teacher aides are employed to provide a ratio of one adult to eight boys and girls within each classroom.

The Metropolitan Readiness Test, the Metropolitan Reading Achievement Test, the Slosson Intelligence Test, the Wide Range Achievement Test, and DISTAR tests have been used in evaluating this project. The standardized measures have demonstrated that reading skills over one year have increased the equivalent of 1.6 grade levels. The DISTAR tests have also indicated a similar rate of improvement in reading, speech, and listening skills. The regular staff evaluation of the program reflects their satisfaction with the program in achieving the stated goals. Parents have been nearly unanimous in their observations of marked improvements in the basic reading, speaking, and listening skills.

This project received $34,050 of ESEA Title III funds during its first year of operation. The second year is being supported with $20,000 of these monies. The third-year budget request is projected at $10,000.

East High Applied Mathematics Laboratory
Project Number 02001
Des Moines Community Schools
Project Period: January 1, 1972, to February 28, 1974
A. Wilson Goodwin, Director
East High School
815 East 13th Street
Des Moines, Iowa 50316
(515) 284-7911

The purpose of this two-year project is to help non-college bound high school students develop greater competencies in mathematics, thus improving the technical training needed by much of our population. This purpose is being attained through the development and use of objective-based learning packets in a number of vocational areas.

A major objective of the program is to develop learning packets in at least six different vocational areas. A second major objective is to secure the participation of at least 50 students during the year, of whom 90 percent will complete at least one packet in that year. Of those who do complete a packet, 90 percent will be expected to complete a project- developed test for that vocational area at an 80 percent level of accuracy or above.

The project coordinator and other mathematics teachers are involved with developing the learning packets. These packets are based on performance objectives established by the coordinator and the project advisory committee of local technicians, craftsmen, and businessmen. Counselors and teachers work with students to interest them in the program.

To this time, learning packets have been developed and used in 11 vocational areas: automotive shop, carpentry, metal working, electricity, refrigeration, printing, stenography, distributive education, woodshop, salesmanship, and home economics. The packets include developmental work in these basic mathematics areas: whole numbers, decimals, fractions, algebra, powers and roots, measurement, the metric system, the micrometer, and trigonometry.

During 1972, 390 students at East High School participated in the project. Of these participants, 94 percent completed a learning packet. However, only 63 percent of those completing a packet achieved a score of 80 percent or higher on the appropriate project-developed test.

During the fall semester of 1972, this program was expanded to include the Des Moines Technical High School. Their applied mathematics course was converted to an individualized progress format with each student working in material designed for his core area. During this period, 132 Tech students participated in the project. Ninety-eight percent completed a learning packet but only 30 percent achieved a score of 80 percent or higher on a project-developed test.

During the spring semester of 1973, fewer students (64) attempted a learning packet at East High School. However, both the percentage completing a packet (93) and the percentage of final test scores above 80 percent (87) were significant improvements.

This project received $37,000 of ESEA Title III funds during its first year of operation. The second year is being supported by $25,000 of Title III monies.

A Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children
Project Number 02002
Des Moines County School System
Project Period: January 1, 1972, to December 31, 1974
Kenneth Barker, Director
Lincoln Elementary School
1340 Mt. Pleasant Street
Burlington, Iowa 52601
(319) 753-2211, Ext. 237

The purpose of this project is to explore the feasibility of utilizing trained paraprofessionals to serve those children in Henry, Louisa, and Des Moines Counties who have mild or moderate articulatory (speech) disorders. This will allow the professional speech clinician to work with the more severely handicapped children, while, at the same time, providing clinical services to more children and reducing the

list of children awaiting these services.

A data-proven articulation program developed by the Behavioral Science Institute (BSI) was selected for implementing this program. Ten aides were trained in a one-week workshop conducted by BSI in January 1972. Another workshop was held in October 1972 to reinforce the initial training and incorporate a language component.

Each aide has been assigned to one of the seven tri-county speech clinicians and, subsequently, to a caseload of approximately 35 children. Eight aides are currently serving a total of 238 articulatory-disordered children. These aides assist the audiologist and speech clinicians in screening, perform routine therapy tasks, assist each clinician in retesting known cases, new students, referrals and children who failed screening, and assist the clinicians in setting schedules.

The Behavioral Science Institute has also conducted the evaluation of this project utilizing pre- and post-McDonald Screening Tests of Articulation and daily charts and progress reports. Children in the articulation program demonstrated seven times as much improvement as children in a control program; this difference was significant. Maturation was found not to have been a factor in these gains. It was also revealed that the programmed articulation treatment achieved more point change per hour of instruction than did a non-programmed treatment.

As a result of this program, the number of children being served has doubled. The waiting list has been reduced from 328 to 190. The speech clinicians' caseloads now average 30, or 25 below the pre-project average. Children above fifth grade have been receiving therapy for the first time and the clinical speech program is now inclusive of grades kindergarten through 12. The aides have been able to correct the minor problems and work independently with supervision from the clinicians. A manual entitled "Setting Up and Initiating a Program Using Communication Aides for Specific Tasks in a Public School Speech Therapy Program" has been written by the project staff and is available upon request.

This project received $44,000 of ESEA Title III funds

during its first operational year. The support requested for the second year was $29,348 while the budget askings for the third year are projected to be $14,696.

Cooperative Network of In-Service Resources (CNIR)
Project Number 02003
Joint County System of Marshall-Poweshiek
Project Period: January 1, 1972, to December 31, 1974
Mary Travillian, Director
9 Westwood Drive
Marshalltown, Iowa 50158
(515) 752-1578

This project is a response to the need of educators throughout Iowa for update information on educational topics and innovations in media formats suitable for group study, faculty workshops, and individual study. All Iowa K-12 educators may utilize materials from the CNIR collection simply for the cost of postage both ways. An Iowa In-Wats line (1-800-542- 7821) makes possible immediate information, bookings, and confirmations of materials from anywhere in the state. Catalogues were printed and distributed in October 1972 and again in September-October 1973. These were sent to the 16 regional media centers and through them to county superintendents, district superintendents, and principals throughout the state.

Process objectives of the project are: (1) to evaluate and purchase selected non-print materials on topics designated as priority need areas; (2) to make project materials readily available to clients; (3) to provide consultant services in utilization of project services and materials; and (4) to conduct a pilot study of the feasibility of a mini-network within a regional educational media center area.

Materials available are in film, cassette tape, filmstrip, multi-media kit, and various other formats on topics such as individualizing instruction, special education, math, reading, science, small groups, inquiry, administration, boards of education, and many others. About 700 items are currently available. Materials purchased were selected by an advisory committee of teachers, administrators, Regional Educational Media Center personnel, and representatives from university film libraries and the Department of Public Instruction.

The consultant employed by the project has made presentations in six of the fifteen regions of Iowa. These presentations dealt with how to use CNIR and with special topics such as individualizing instruction, minicourses, and social seminar film materials. The consultant also publishes a monthly newsletter about the project.

Between August 1972 and July 1973, nearly 5500 items were circulated. Some items are now scheduled months ahead due to the heavy demand. Questionnaires circulated in April and May 1973 indicate that the large majority (73 percent) of those who have used the materials from CNIR during its first year feel that it has contributed to changes in their schools, 96 percent expressed satisfaction with the quality of service provided, and 94 percent expressed an intention to continue using CNIR materials. Educators who had not used the project were also questioned: 91 percent felt that CNIR's service might be useful to their schools; and 69 percent expressed an intention of using CNIR services in the future.

Funds from ESEA Title III have been allocated to this project as follows: First year, $75,000; Second year, $50,000; Third year, $25,000.

Preschool for the Hearing Impaired
Project Number 02004
Muscatine-Scott County School System
Project Period: November 15, 1971, to November 14, 1974
James Kay, Director
2604 West Locust
Davenport, Iowa 52804
(319) 391-0400

The purpose of this project is to overcome the language deficiencies caused by hearing impairment in children between the ages of two and four, a period when children with normal hearing are developing language skills. The overriding philosophy of the project is that a total communications approach to teaching hearing-impaired children best provides those skills that are most important for living in an environment with people of normal hearing.

The prime objectives of the program are: (1) to stimulate the development of language through a total communications concept implementing the following: Seeing Essential English (SEE), speech reading, auditory stimulation, vocalization, speech development, sense training, and social experiences, and (2) to provide guidance, instruction, and counseling to parents.

Hearing-impaired children were identified through hearing clinics, hospital inservice programs, radio announcements, newspaper advertisements, and brochures placed in pediatricians' offices. The project audiologist has screened 115 preschool children. Of these, ten were found to have significant hearing losses and have undergone either

medical correction or have been enrolled in the project. Ten children are currently enrolled in the classroom program. Another three children are receiving indirect services to the home.

The class schedule has been established to parallel the calendars used by the local school districts. Classes are held for two hours each morning, Monday through Friday. During the first year the Cued Speech program was used. Seeing Essential English was adopted as the major instructional approach for the second year. A multi-sensory experience approach to teaching is employed. Real life and contrived play situations provide opportunities for the development of natural language in the hearing-impaired child. Lipreading, instruction in the use of hearing aids, and working with rhythms are some of the techniques used. The Monterey method of programmed conditioning for language was also implemented during the second year.

Parents were enrolled in the John Tracy Clinic Course as the project was initiated. Classes in the SEE program are now conducted twice per week with parents at the same time that their children are attending the hearing, impaired classes.

A checklist is utilized to record each child's growth in socialization skills while in class. A parent questionnaire was developed for use at pre- and post-interviews to ascertain the child's social skills in the home. The Vineland Social Maturity Scale was also used as a pre- and post-interview device with parents for the same purpose. Results indicate normal monthly growth for some children.

Tests for speech reading and language reveal growth in receptive vocabulary. Teacher and parent observations indicate that auditory stimulation, through amplification and sound conditioning, has resulted in an increased awareness and response to sounds.

During the first year, participation by parents was difficult to maintain. Student turnover the first year was a problem due to the mobility of the families. Illness and personal problems were also deterrents.

Minor changes in the parent program were implemented during the second year and a marked positive change was found in parent participation. Subjective impressions from parents of the community have been very appreciative and responsive as demonstrated by increased participation and support. Attempts are being made to obtain objective data on language development to more completely substantiate the positive results indicated by parents and the community at large.

During the first and second years of this project, $20,370 and $13,580 respectively, of ESEA Title III monies have been provided. Support in the amount of $6,790 is anticipated for the third year.

Positive Experience Program (PEP)
Project Number 02805
Fort Dodge Community Schools
Project Period: June 1, 1972, to May 31, 1973
Dr. Earl Berge, Director
330 First Avenue North
Fort Dodge, Iowa 50501
(515) 576-1161

The prime goal of this project is to provide a total school environment which will enable each elementary student to feel a measure of success commensurate with his needs, abilities, and goals. The elementary school to be involved contains a large number of children who are not performing up to their potential. The major objectives are to identify each student's needs, to develop a comprehensive educational program based upon observations, experiences, and findings of current research, and to foster a positive student attitude.

During the project, student needs are being determined through affective and cognitive measures, parent-teacher conferences, and the use of cumulative records. Summer workshops for teachers are being conducted to develop behavioral objectives and relate instructional programs to the objectives.

A K-6 curriculum has been developed which integrates learning experiences in three basic disciplines (science, social studies, language arts) according to established life-concepts that cover all of the disciplines like an umbrella. The eight life-concepts around which PEP is organized are: Order/System, Patterns, Interrelationship/Interaction, Conflict, Signs/Symbols, Change, Values, and Continuity. These eight were selected from a greater list of concepts suggested by such psychologists as Bloom, Bruner, Rogers, and Piaget. According to these authorities, the designated life-concepts are integral parts of a logical sequence in the learning process.

Each major life-concept receives focus concurrently in language arts, social studies, and science. Each life-concept strands through every grade and becomes increasingly more complex as it moves upward from kindergarten to grade six. Under each concept are sub-concepts; the sub-concepts are the teacher's objectives--the things she wants the children to learn.

Performance objectives relate directly to the

sub-concepts. They demonstrate through the child's actions whether or not the sub-concepts have been achieved. The learning activities provide a starting point for the students. The teacher is given suggested activities, but she is expected to adapt the learning activities after she determines the strengths and weaknesses of the students in her class.

In addition to the regular classroom teachers included in the project, a team leader coordinates the program both vertically and horizontally. She guides planning and inservice sessions and acts as a resource and demonstration teacher.

Results of project endeavors are being evaluated in two general ways. One is through the use of statistical analysis of objective test data and the other is through observation.

Analysis of reading scores on the Iowa Test of Basic Skills and the Silvaroli Inventory Test indicate that reading growth is equal to or greater than the growth found during previous years. This evaluation was included to demonstrate that PEP has not minimized the basic skills.

A parent questionnaire revealed that children apparently communicated positively to their parents about the learning activities. While parents have been involved by the school, they would like even more information about the program.

Observations by the staff pointed to an increase in student willingness to participate in group activities. At the same time, there was also an increase in student dissatisfaction with misbehavior by other students.

The Scale of Social Attitudes of Fourth, Fifth, and Sixth Grade Pupils was administered in November and May. This scale represents five areas: Group Cooperation, Empathy, Independent Thinking, Social Responsibility, and Democratic Living. Group Cooperation was generally high on the post-test; this was attributed to the large amount of small group instruction integral to the PEP philosophy. Because the independent thinking area was generally low, the teachers intend to include more activities that require independent thinking. Democratic Living ranked close to Group Cooperation; this may be due to the greater role given the students in decision making regarding rules and regulations in the classroom and school. Social Responsibility and Empathy received mixed ratings.

To test student grasp of the life-concepts, teacher-designed evaluations were administered to all students upon completion of the learning activities and performance objectives. The student papers or tapes were independently reviewed by one primary teacher, one intermediate teacher and one coordinator. The evaluations have served to provide future directions for PEP. In the coming year, mathematics and reading will also coincide with the major life-concepts whenever possible.

This project received $60,000 of ESEA Title III funds for its first operational year. The grant award for the second year is $40,000. Budget requests for the third year are projected at $20,000.

Precareer Education Project (PEP)
Project Number 02006
Polk County Board of Education - Ankeny Community School District
Project Period: June 1, 1972, to May 31, 1975
Kathy Lane, Coordinator
Neveln Junior High School
406 School Street
Ankeny, Iowa 50021
(515) 964-4615

This project is attempting to refocus the general education program toward a career theme. Curriculum materials are being developed that may be used throughout the school district. The final goal is to improve student academic achievement by relating general education to the world of work.

Specific objectives for students are: (1) to develop an improved self-image; (2) to develop an awareness of the world of work; (3) to improve academic achievement; and (4) to acquire a more positive perception toward their classroom experiences and teachers. Teachers in the project will (1) develop an improved self-image and (2) acquire a more positive attitude toward integrating precareer education with general education. Participants of the project are teachers and students in the Ankeny Community Schools.

Six-week workshops are conducted each summer. The first week serves as inservice for participating teachers. Precareer information is presented to the teachers and materials are developed for use with students. Elementary and secondary students attend the remaining five weeks of the workshop where they investigate a wide variety of occupations and make numerous field trips. Daily schedules vary depending upon the activites.

The precareer materials are being disseminated to all teachers in the Ankeny schools. These are to be integrated into the regular school program. The PEP summer staff has conducted a full day workshop dealing with media and career education for the entire Ankeny faculty. During the workshop all faculty members took a field trip to businesses within the Ankeny school district.

Evaluation of the project includes continuous observation of students' behavior by teachers and the project coordinator and periodic examination of attendance records, library usage, dropout rate, and number of student behavioral problems. Pre- and post-testing is being conducted on such variables as student self-image, attitude toward work, student awareness, level of knowledge of the world of work, teachers' attitudes toward themselves, students' general perception toward classroom experiences and their teacher, and student academic achievement.

The following results were obtained after the first summer workshop. Project teachers showed significant gains in their self concepts as measured by the Tennessee Self Concept Scale. Students in the program made positive self concept gains as measured by subscales of the Coopersmith Self Concept Inventory. A locally devised questionnaire revealed that project teachers felt they had improved their skills in handling precareer curricula. Responses by students to a questionnaire indicated a more positive attitude toward the world of work.

The funding schedule for this project from ESEA Title III is as follows: First year, $30,179; Second year, $20,118; Third year, $10,061.

The Upper Mississippi Valley Interdisciplinary Educational and Cultural Field Experience
Project Number 02007
Jackson County Board of Education
Project Period: January 10, 1973, to January 9, 1976
Dwight Zimmerman, Director
600 Washington Street
Maquoketa, Iowa 52060
(319) 652-2451

This project attempts to combine the disciplines of natural science, social science, and communications in studying the ecology of the area. The six-week summer program for 50 high school students from Jackson County includes classroom instruction, independent study, and two weeks of living on the Mississippi River.

Objectives were developed within each of the disciplinary areas. In natural science, students design a procedure for studying the biotic forms in the Mississippi River Valley and for determining relationships among the observed life forms. They also explore basic concepts in earth science. In social science, the students utilize various information sources to present and support a hypothesis pertaining to an area of social studies. In addition, they observe the value systems of people in their houseboat existence. In communications, students explore the use of mass media for persuasion purposes and write original compositions centering on problems confronting people living on the river.

Fifty students were selected from the one parochial and six public high schools in Jackson County in proportion to the number of students enrolled. Those selected included both boys and girls from different economic and academic levels.

The first year's activities began with a one-week classroom period in which information was gathered, plans made, preparation for the trip undertaken, and extensive pre-testing completed. Instructors acquainted the participants with goals, necessities, and basic information.

The students were then divided into two groups of 25. Each group spent two weeks living on the river in four houseboats leased for the project. While one group was experiencing life on the river, the other group was engaged in independent study for the research project which they had chosen.

One houseboat was designated to each of the academic areas and one was assigned to the staff. Students chose one of the areas as their major and spent a majority of their time aboard that boat. However, each student also spent several days on the other two boats. The project boats traveled from Clinton, Iowa, to Lake City, Minnesota, during the first two-week session of the 1973 program. At this point, the first group of students returned to Jackson County to allow the second group to return on the houseboats.

Pre- and post-tests developed by the project staff are being utilized to measure academic achievement in each area. An outside evaluator is using checklists and interviews for additional assessment.

During this first project year, $29,950 of ESEA Title III funds are being used. Projected budget requests for the second and third project years are $19,967 and $9,983 respectively.

Individualizing a Trimester Core Program
Project Number 02008
Ayrshire Consolidated School District
Project Period: November 1972 to July 1975
Robert Meek, Principal
Ayrshire High School
Ayrshire, Iowa 50515
(712) 426-3350

The goal of this project is to develop curricula and provide inservice teacher training within the context of a small, traditional high school which has recently introduced a trimester system. The major activities, to be directed by the high school principal, include the development of learning packages and individualized instructional techniques.

The objectives of the program include:

(1) Demonstration by students of improved attitudes toward school as evidenced by better attendance, fewer dropouts, fewer discipline cases, greater use of the school media center, and voluntary attendance at extra class sessions;

(2) Demonstration by students of increased achievement as evidenced by fewer failing grades, improved scores on standardized achievement tests, and a satisfactory number of students reaching criterion level on teacher-prepared behavioral objectives;

(3) Development by teachers of a curriculum which reflects the desires expressed in a community needs assessment and demonstrated by their ability to plan instructional activities relating to behavioral objectives and school- wide goals;

(4) Development by teachers of learning activity units which provide different activities to reach the same objective.

During the planning phase, financed with $5,000 in Title III funds, members of an advisory committee consisting of students, teachers, parents, board members, and administrators, visited and reported on similar programs in 10 Iowa school districts. A formal needs assessment was conducted, and major goals for the Ayrshire schools were rank ordered. Four models for individualizing instruction were studied extensively. The advisory committee adopted a modification of the Small School-Model Schools plan developed by the National Association of Secondary School Principals.

During the operational phase of the project, activities will include determining appropriate behavioral objectives, selecting and developing instructional materials, selecting and developing test items for measuring the accomplishment of goals, and developing materials and skills necessary for individualizing instruction. There will be preschool workshops and monthly sessions of inservice for individualizing instruction.

The effectiveness of this project will be determined in a variety of ways. Changes in students will be assessed through office records, cumulative records, unobtrusive measures, standardized instruments, and locally devised tests. Changes in teachers will be assessed by unobtrusive measures, self-analysis measures, and checklists. The curricular materials and methods developed will be assessed by both administrators and students.

During the first year of this project, $30,000 of ESEA Title III funds were provided. Funding for the second and third years is projected to be $20,000 and $10,000 respectively.

Exploring the Tangible World (ETW)
Project Number 02009
Cherokee Community Schools
Project Period: January 1973 to December 1975
Dr. Duane Anderson, Director
117 East Willow
Cherokee, Iowa 51012
(712) 225-3922

The purpose of this program is to instill in students the basis for life-long interest and participation in the fields of science and social studies, regardless of their ultimate occupations or level of educational attainment. The target audience consists of general elementary students in Cherokee and surrounding communities. Approximately 3,800 students and 40 teachers are involved in the program. The Sanford Museum and Planetarium in Cherokee is providing facilities and staff for both the development and the implementation of the project. A planetarium educator and an artist/teacher are included in the staff.

The major objectives are:(1) to enrich the lives of students through a broad school-museum program;(2) to stimulate avocational interests in regional scientific and historical societies;(3) to increase students' knowledge of the world in general by drawing upon objects and specimens primarily from the local area;(4) to implant a feeling for the outside world through a school-museum-community exhibition series utilizing materials from major museums;(5) to provide sound foundations for those students contemplating careers in project-related areas, and (6) to create healthier attitudes toward science and social studies.

Students are receiving instruction through the use of: artifacts and equipment of the museum, nongraded summer field trips, museum exhibits oriented toward areas of science and social studies, and the planetarium. Teachers in the program have participated in inservice training of 10 three-hour sessions concerning astronomy. A second training course will be directed toward operation of the planetarium and presentations of graded lectures.

Evaluation includes the maintenance of records of voluntary participation in museum-related activities and after- school attendance. For each unit, learning outcomes, objectives, instructional sequences and demonstration materials are being developed. Project-developed tests are administered by the classroom teachers after each ETW staff presentation. Questions related to the acceptance of the program are included. Consultants have been engaged to provide formative evaluation as the project continues.

Funds from ESEA Title III were provided in the amount of $35,420 during the first year. The second and third year grant awards are projected at $23,613 and $11,807 respectively.

Model of Inservice Training for Educators
Project Number 69019
Iowa City Community School District
Project Period: November 1, 1972, to November 1, 1975
Winfred Knowling, Director
1040 William Street
Iowa City, Iowa 52240
(319) 351-4241

The project is directed toward researching the effectiveness of a program designed to provide principals with leadership skills for use in conducting inservice sessions for classroom teachers. Means for attaining this goal include the development of instructional materials intended to provide teachers with knowledge about behavioral principles and skills necessary in individualizing instruction. The primary instructional materials to be produced through project efforts include 16mm motion pictures relating to:(1) behavioral principles; (2) teaching dilemmas; (3) contingent interactions;(4) observation training (teacher behavior); and (5) observation training (student behavior). Psycho-Educational Consulting of Tallahassee, Florida, will provide assistance in the development of film scripts.

A planning grant of $17,200 was awarded to the Iowa City Schools to complete developmental aspects of the project. Funding for the Iowa City model inservice training program is $66,832 for fiscal year 1972, $44,557 for fiscal year 1973, and $22,279 for fiscal year 1974.

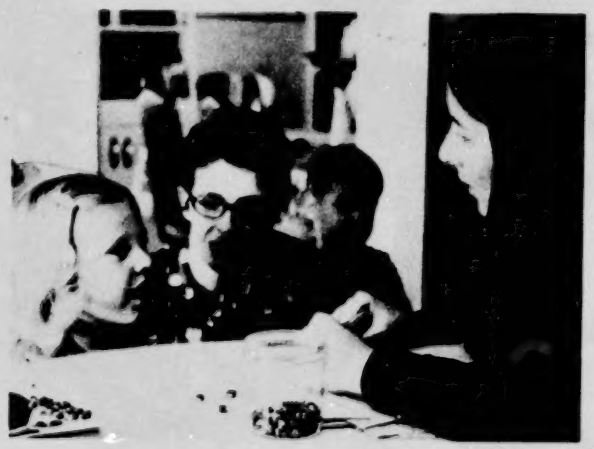
Activities designed to meet project objectives include providing training to principals on conducting teacher inservice sessions dealing with behavioral principles in the classroom. Project evaluation will center on student behavioral changes with regard to attitudes toward school, self-esteem, and academic growth designed to be facilitated through the teacher inservice training in behavioral principles. A planning grant of $17,200 was awarded to the

Iowa City Schools to complete developmental aspects of the project. Funding for the Iowa City model inservice training program is $66,832 for fiscal year 1972, $44,557 for fiscal year 1973, and $22,279 for fiscal year 1974.

Home Speech and Language Training for Preschool Children with Communication Disabilities
Project Number 02011
Muscatine-Scott County School System
Project Period: July 1972 to June 1975
Robert Baldes, Director
2604 West Locust
Davenport, Iowa 52804
(319) 391-0400

The primary objectives of this project are to provide speech and language therapy to preschool children between the ages of three and five in their homes and to provide mothers with the capability of reinforcing and supplementing the therapy provided by the speech clinicians. The program involves the child's mother and the speech clinician working together in the home to provide appropriate remedial activities for development of speech and language. Approximately 20 preschool children are being served. The therapy includes language therapy, articulation therapy, concept therapy, demonstration teaching and counseling of the mother, and daily logs and therapy plans.

Referrals from parents, educators, medical personnel, and appropriate agencies are relied upon to provide a list of children from which the 20 are selected. Screening and diagnostic evaluations are conducted by a speech clinician, a psychologist, and an audiologist. A workshop for parents covers the philosophy and aims of the program and the role of the parents in reinforcing and supplementing the therapy program. The clinician visits the home twice each week for a period of 20 weeks, with each visit 90 minutes long. The time is divided between therapy for the student and counseling for the parent.



A pre- and post-therapy evaluation will be made of all children enrolled in the program. The following battery of tests will be administered by the speech clinician: Peabody Picture Vocabulary Test, Goldman-Fristoe Articulation Test, Houston Test of Language Development, Programmed Conditioning Language Test, Pure Tone Auditory Threshold Test, Caine- Levine Social Competency Scale, and the Auditory Sequencing Test. Subjective evaluation will be carried out by an analysis of pre- and post-therapy videotapes by a team of listeners. The team will be composed of: an experienced kindergarten teacher, a set of parents, an experienced preschool teacher, and a speech clinician. Children selected for direct service in the program will comprise the experimental group. Those not chosen for study will make up the control group.

For this project, ESEA Title III funds will be provided as follows: First year, $19,109; Second year, $12,739; Third year, $6,370.

Project ADVANCE
Project Number 02012
Polk County Board of Education - West Des Moines Community Schools
Project Period: October 1, 1972, to September 30, 1975
Mel Antrim, Coordinator
1101 Fifth Street
West Des Moines, Iowa 50265
(515) 274-4836

This project proposes to expand education beyond academic achievement to the spheres of creative thinking, planning, forecasting, decision making, and communicating. Elementary students and teachers in the West Des Moines Schools comprise the target audience.

Objectives were developed for students, teachers, and parents. Students will be able to use a variety of thinking processes, to feel more positively toward school and themselves, and to maintain academic achievement. Teachers will gain knowledge in teaching for thinking, reduce the proportion of reproductive thinking, improve their self concept, and develop skills in preparing curriculum materials for diagnosing, individualizing, and evaluating student learning. Parents will develop a better understanding of the total teaching and learning process.

The activities of the project include four inservice seminars designed to upgrade the communication skills of teachers, to acquaint teachers with research and literature about process teaching and productive thinking, to emphasize proper media selection for particular learning tasks, and to assist teachers in diagnosing and assessing student achievement. Selected teachers will also be involved in a summer production laboratory where learning activity packages will be developed in each of five talent areas for social studies, reading, mathematics, and science.

A variety of measures will be used to evaluate this project. Included are teacher questionnaires, the Aschner-Gallagher Verbal Interaction Analysis, the Tennessee Self Concept Inventory, monitoring charts, teacher judgments, the Coopersmith Self-Esteem Inventory, the Iowa Test of Basic Skills, and a parent questionnaire.

ESEA Title III funds will be provided for this project as follows: First year, $53,500; Second year, $35,667; Third year, $17,833.

Early Reading-Readiness Achievement (ERA)
Project Number 02013
Ames Community Schools
Project Period: October 1972 to September 1975
Frances Long, Director
120 South Kellogg
Ames, Iowa 50010
(515) 232-3400

The primary goal of this program is to develop a reading intervention program for the second half of the kindergarten year. The program was prompted by a decline in the academic achievement of Ames elementary students over the last five years as measured by the Stanford Achievement Test.

The major objectives of the program are: (1) teachers will identify learning objectives for high, middle, and low achieving subgroups of children; (2) kindergarten teachers will define learning activities that contribute to the development of the learning objectives; (3) new curricula defined by teachers and selected staff members will be superior to the former curricula as measured by the application of appropriate statistical tests to multiple criteria; and (4) an assessment program for kindergarten children will be approved for adoption in the Ames schools.

During the first year, a testing program was conducted in order to place kindergarten children into achievement groups. A battery of standardized tests was used for this purpose. To provide additional baseline information for longitudinal studies, the Stanford Achievement Test and the California Achievement Test were administered to first graders. The Stanford Achievement Test was also given to children in grades two through six as a part of the district's regular testing program. Para-professionals were trained to administer the kindergarten tests.

A control group of kindergarten children with similar demographic characteristics was identified in a nearby school district. This group was given the same battery of tests as the Ames children.

A record form for collecting observational data in all kindergarten classrooms was developed by the project staff and consultants. It has been field tested and revised for further use.

Kindergarten teachers and project staff identified performance objectives for each achievement level and are in the process of defining learning activities which will contribute to the development of the performance objectives. Criterion-referenced measures will be formulated for each of the learning activities and objectives. The objectives, activities, and criterion-referenced measures will then be synthesized into a kindergarten reading-readiness program.

During the next two years, this new curriculum will be integrated into the kindergarten program. Inservice training will be given to all kindergarten teachers to facilitate this implementation.

Several evaluative techniques are being used to assess this project. Objectives for the development of the program were written in performance terms and contain criteria for assessment. Included are percent agreement among teachers and members of a Delphi group on objectives to be met. Formulation of a kindergarten handbook will aid the

teachers in programming the instruction to attain the performance objectives. During implementation of the program, the performance of students will be compared, between experimental and control groups and between the high, middle, and low achievement groups. Performance is being measured by both standardized objective tests and the locally devised observational scale. The criterion-referenced measures will also provide a means of evaluation.

ESEA Title III funds are being provided for this project in the following manner: First year, $85,000; Second year, $56,667; Third year, $28,333.

Prescriptive Home Stimulation Program for Educationally Deprived Preschool Children Utilizing Para-Professionals
Project Number 02014
Marshall-Poweshiek Joint County School System
Project Period: February 1, 1973, to January 31, 1976
Jack Montgomery, Director
9 Westwood Drive
Marshalltown, Iowa 50158
(515) 752-1578

The purpose of this project is to enhance the communication, motor, and social-emotional development

of preschool children who are identified as educationally deprived. Approximately 90 children will be served. Referrals are made to the project by local doctors and educators, Area VI special education personnel, the Child Development Clinic, State Services for Crippled Children, County Public Health Nurses, Mental Health, and Social Services Agencies as well as by direct parental request. A child showing significant developmental deficits below his chronological age in one or more of three skill areas (communication, motor, or social) is eligible for the program.

Parents of children eligible for the program attend three orientation sessions organized to provide information useful in promoting child growth. They are encouraged to attend monthly parent meetings held during the year.

Staff training of the home advisors consists of three stages. The preservice component is designed to familiarize personnel with program goals, philosophy, policies, and techniques and to practice usage of the Child Stimulation Curriculum. On-the-job training is conducted at the Pleasant Hill Developmental Center in Marshalltown. Here, the home advisors observe children in daily classroom activities and collect assessment information. Skill deficiencies of the children are determined and priority behavioral goals are specified. The inservice training stage is a transition from a structured school experience to home visits accompanied by senior staff members. The advisor begins to plan the home visit, write weekly prescriptions, and analyze his own efficiency in working with parents and children. Ongoing training is promoted through periodic qualifier exams, required readings and weekly staffings.

The home advisor visits the home once a week for approximately one-and-one-half hours during the first year that the family is involved in the project. Over a three-year period, this frequency will fall to once per month. Each visit is divided into three parts: review of past week's progress, demonstration by home advisor, and planning for the following week. A weekly report on each family is completed by the home advisor. This report describes the learning episodes conducted, parent problems, and child progress.

An assessment of this program will utilize the Slosson Intelligence Test, the Stanford-Binet Intelligence Test, the Alpern-Boll Developmental Profile, and the Marshalltown Developmental Profile. Comparisons will be made between the experimental children and control children who are receiving only monthly home visits. Attempts are being made to conduct similar comparisons with a distal control group which is receiving no treatment.

An ESEA Title III planning grant of $12,580 was utilized in developing this project. The planning activities included studying alternative programs and research findings, meeting with consultants in preschool education, visiting infant programs in Iowa and other states, and forming an advisory council.

Proposed ESEA Title III funding for this project is as follows: Year 1, $60,000; Year 2, $40,000; Year 3, $20,000.

Project BASIC Mathematics
Project Number 03002
Cedar Rapids Community Schools
Project Period: June 1973 to May 1976
Raymond Vander Wiel, Director
346 Second Avenue, S.W.
Cedar Rapids, Iowa 52404
(319) 398-2000

This project proposes to demonstrate a computer-supported instructional system for managing individualized mathematics and to maximize its effect in various learning center models. The goal is to reduce time-place constraints on each student's progress. The first year of the projected three-year demonstration will extend from June 1973 through May 1974. Throughout the demonstration, exemplary features of the project will be incorporated in the mathematics program of the Cedar Rapids Community Schools.

The four major components of the project are staff development, instructional systems, community involvement, and project management. In the staff development component, teachers will receive inservice training regarding the project's instructional systems and the use of volunteers in the classroom. Para-professionals will be trained for operating the computer terminals.

The instructional systems component includes the design, development, and operation of (1) four daytime-school demonstration units–one each in a senior high school, junior high school, elementary school, and non-public secondary school; and (2) an outreach program providing instruction in various community extension centers. Outreach centers will be located either in school sites or in other community facilities with activities arranged for evenings, Saturdays, the extended day (late afternoon), early morning, a winter "flexiterm," and summer school. The instructional system will emphasize the continuous development and maintenance of mathematical skills using a set of locally developed K-12 objectives. A standard format for the organization of available resources will accommodate a wide variety of learning styles, especially among students who generally prefer self-initiated, self-directed activities. A computer-supported management system will provide accurate and immediate information to teacher-managers about the progress of individual students.

The community involvement component includes the operation of a Community Advisory Council and the development of community communication methods and systems. A telephone recording system will be available for staff and community to register information or questions regarding the project.

The project management component includes a systems analysis for integrated planning and control of the project, an evaluation function, and an independent audit. The Iowa Tests of Basic Skills and teacher-made tests will be used to measure student success in the project. A form

of the semantic differential will be used to assess student attitudes toward this program. To determine the effectiveness of inservice training, rating scales and questionnaires are being developed. Logs and other documentation will be used to monitor several phases of the project management.

This project was developed through a $10,000 ESEA Title III planning grant. During the planning period, alternative programs and research findings were studied, consultants met with members of the planning staff, visits were made to successful centers in other school districts, and an advisory council was formed.

The first year of this project is being supported with $114,400 of ESEA Title III funds. Projected funding for the second and third years of operation are $76,267 and $38,133 respectively.

CAI as an Instructional Resource
Project Number 03003
Mason City Community School District
Project Period: June 1973 to June 1976
Charles E. Ruebling, Director
120 East State Street
Mason City, Iowa 50401
(515) 423-3860

The proposed project will place interactive computer terminals in the secondary schools of the Mason City Community School District to be used as a resource for individualized instruction. These terminals will be connected to a mini- computer presently located in the school district.

At the present time, the school district's mini-computer functions as a batch terminal connected to the IBM 360/65 computer at the University Computer Center (UCC), University of Iowa, Iowa City. This terminal is used for instructional purposes in a batch mode. The proposed project will add the capability of interactive mode computing for students.

A key variable in the success of individualized instructional programs is the variety of instructional resources available to students. The use of a computer in both the batch mode and the interactive mode provides another powerful resource for individualizing instruction. The objectives of the proposed project are the following:

1. By the end of the time period for the project, interactive computing will be used as an instructional resource in the teaching of mathematics, science, business education, social studies, industrial arts, and home economics.

2. Students will master educational objectives of instructional units in which interactive computing is used as an instructional resource.

These objectives will be achieved by providing training for teachers in the use of interactive computing as an instructional tool and in developing needed software using the Basic Language, and by providing the necessary computer equipment to allow students to use the software.

The primary goal of the proposed project is to provide another instructional resource for teachers and students. An important effect upon students will be mastery of educational objectives for which interactive computing is made a part of the overall instructional design.

Evaluation of the proposed project will be made in terms of the project's objectives and the expected effects upon students. The following techniques will be used in evaluation:

1. From a quantitative point of view, the number of computer programs developed in each subject matter area will serve as an indication of the extent to which interactive computing can be used as an instructional resource. In addition, a log which records the use of programs by students will provide information regarding the actual use of interactive computer programming for instruction.

2. From a qualitative point of view, the adequacy of interactive computer programs will be judged by "experts" in this field. In addition, students will be asked to make judgments regarding the quality of interactive computer programs.

3. The extent to which educational objectives whose instructional design incorporates interactive computing are mastered by students will be the primary source of evaluative information. Instructional units incorporating interactive computer programming will include mastery testing techniques to determine the extent to which the educational objectives are mastered by students.

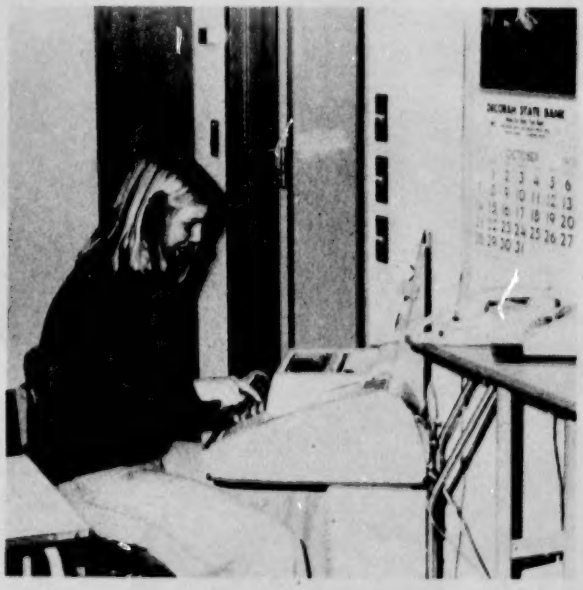
4. Pre- and post-indicators of motivation such as teacher observation and student questionnaires will be used.

5. Pre- and post-surveys of students' knowledge of computers, their role in society, and their limitations will be used.

Funds from ESEA Title III are being provided to this project as follows: First year, $66,34; Second year, $44,227; Third year, $22,114.

Northeast Iowa Instructional Computer
Project Number 03004
Northeast Iowa Computer Network (Decorah)
Project Period: June 1, 1973, to May 31, 1976
Dale Nimrod, Director
Box 17, Luther College
Decorah, Iowa 52101
(319) 387-1178

Funds from this grant will be used to develop an instructional computer network among 16 school districts in Northeast Iowa. The network will be comprehensive in that it envisions eventually using the computer for instructional purposes throughout all levels and areas of the curriculum. It is to be an interactive network with remote terminals in the several schools connected by phone lines to a large central computer.



The network was formed because none of the 16 schools is large enough to independently purchase a computing system large enough to constitute a viable educational tool. Therefore, cooperative computer instruction will be provided for the separate districts.

The network proposes to contract for computer services with Luther College in Decorah using a Hewlett-Packard System 3000. ASR-33 model teletypes have been selected as the most appropriate remote terminal for use by the local schools at a cost of about $1,000 per unit. Total funds approved are $151,231 for the first year, $100,821 for the second year, and $50,410 for the third year. This amounts to $302,462 in Title III ESEA funds.

The objectives of the Computer Network as listed in the proposal are as follows:

1. The computer will be utilized to extend and improve instruction in secondary math, science, social studies, and business education.

2. A pool of students and faculty in each network school will be trained in BASIC computer language.

3. The computer will be employed to improve the preservice teacher education programs conducted by the member schools.

4. A plan for operating a Computer Managed Instructional System will be developed during the network's first year of operation.

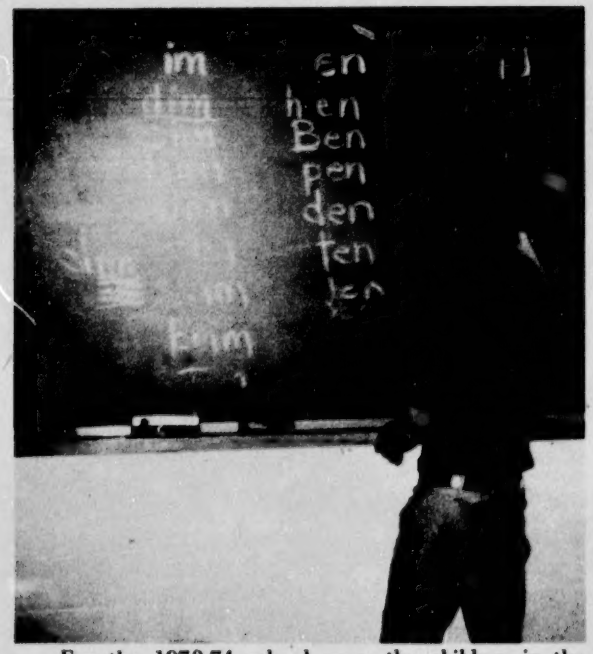
Evaluation of the project will involve standardized achievement tests and yet-to-be-developed objective instruments, anecdotal records of student computer use, and teacher comments.

Implementation of a Demonstration Program of Modality Oriented Reading Instruction
Project Number 03005
Dubuque Community Schools
Project Period: July 1, 1973, to June 30, 1974
Richard Zimmer, Director
100 Tower Drive
Dubuque, Iowa 52001
(319) 557-2729

Evidence gathered during a planning grant at Table Mound Elementary School (public) and at St. Joseph's School (private) in Dubuque indicated that elementary school children vary in modality orientation (that is, their preference for learning in a visual, auditory, or tactile mode). The purpose of the operational proposal is to determine whether the reading achievement of children in the primary grades of elementary school can be improved when instructional methods are used which account for the modality preferences of the learner.

Specifically, the proposal has the following three objectives (1) to determine the modality orientation of children in the primary grades of the Table Mound and St. Joseph's Elementary Schools, (2) to determine, when measured by the Gates-MacGinitie Reading Tests, whether there would be a greater improvement in reading achievement in the primary grades of the Table Mound School when modality-oriented instruction in reading is matched to the modality orientation of the student as opposed to when reading instruction is not so matched; and (3) to determine, when measured by the Wepman Perceptual Test Battery, whether those students in the primary grades of the St. Joseph's Elementary School (Key West) who have been identified as having a weakness in auding can improve to a level comparable to that of other students of the same age and ability without such a weakness, after receiving specialized instruction in auding.

A 12-month period of time from July 1, 1973, through June 30, 1974, will be required to carry out those activities necessary to achieve the objectives of this project. An intensive inservice training session was conducted for the project staff during a six-week period in July and August. Instructional activities involving the student participants will be carried on during the course of the school year from August 27, 1973, through June 6, 1974. During and at the completion of the project, an evaluation will be made to ascertain to what degree the objectives of the project have been met. In addition to the project staff, the services of certain outside consultants, who participated in the planning of the project, will be secured to assist the staff in certain aspects of project operation and evaluation.



For the 1973-74 school year, the children in the primary grades of the St. Joseph's School who have been identified by the Wepman Perceptual Test Battery as having weaknesses in auding will receive specialized individual and small group instruction in auding. Since St. Joseph's School is a single section school, the same project activities as proposed for the Table Mound School cannot be instituted within this non-public school. Instead, it will be ascertained whether these students can, during the course of the school year, improve to a level comparable to that of other students of the same age and ability without such a weakness. A half-time teacher will be employed to teach these students individually and in small groups during the course of the school year. Emphasis will be given in selecting a teacher who has some training in the teaching of auding. During the school year the teacher will be expected to effect close coordination with the classroom teachers in the use of those methods and materials necessary to build and maintain auding skills.

Each child in grades two and three of the Table Mound Elementary School will be administered the appropriate level and form of the Gates-MacGinitie Reading Test in September 1973 and again in May 1974. Each child in grade one will be administered this test in May only. Scores on the Metropolitan Reading test administered at the end of the kindergarten year will provide the baseline data for these children. The results of these tests, along with IQ, chronological age, sex, socio-economic status, grade level, modality orientation, and classroom assignment will be compiled, key punched, and forwarded to the University of Chicago for analysis. This analysis will determine whether there was a greater improvement in reading achievement when modality-oriented instruction in reading was matched to the modality orientation of the student as opposed to when reading instruction was not so matched.

Each child in the primary grades of the St. Joseph's School who had been previously identified by the Wepman Perceptual Test Battery as having a weakness in auding will be administered the auditory portion of the same test battery in May 1974. The results of the Wepman tests along with IQ, chronological age, sex, socio-economic status, grade level, and history of reading achievement will be compiled, key punched, and forwarded to the University of Chicago for analysis. This analysis will determine whether those students who have been identified as having a weakness in auding can improve to a level comparable to that of other students of the same age and ability without such a weakness after receiving specialized individual and small group instruction in auding.

The project was granted $26,849 in Title III monies for first-year operations. Projected funding for the second and third years respectively is $17,899 and $8,950.

Learning Disabilities: Secondary Schools
Project Number 03006
Des Moines Independent Community Schools
Project Period: July 1, 1973, to December 31, 1975
E. Keith Hyde, Director
1800 Grand Avenue
Des Moines, Iowa 50307
(515) 284-7729

The proposed program is designed to meet the educational needs of the learning-disabled pupil at the secondary level. To receive the services offered by the program, a child must:

1. Exhibit a marked difference between his estimated potential and actual level of performance.

2. Possess a basic disorder in one of the learning processes.

3. Manifest a disability which is not primarily the result of mental retardation, sensory handicap, emotional disturbance, motor handicap, or educational or cultural deprivation.

The proposed project is also designed to identify strategies which will facilitate the extension of learning disabilities services to the public and private secondary pupils in Des Moines who are in need of them.

Twelve needs were identified by objective and subjective means. Twelve project objectives, six process objectives, and three management objectives were written to direct activities and reduce or eliminate needs in the area of learning disabilities.

The project activities are designed to facilitate the implementation of a program to serve the educational needs of learning-disabled pupils in all Des Moines secondary schools. That program will identify educational needs and meet those needs through individualized pupil programs. The learning-disabled pupils will receive training without leaving their peer environment.

The project activities are also designed to (1) make all secondary school staff members aware of and knowledgeable about the nature of learning disabilities, (2) create a cadre of secondary school staff members who are prepared to deal with the educational problems of learning-disabled pupils, (3) develop and document processes for identifying learning disabilities, and (4) design and test strategies that permit learning-disabled pupils to overcome their handicaps.

The following procedures will be utilized in the evaluation of the project.

1. The Des Moines Public Schools director of evaluation will have the responsibility for all phases of project evaluation.

2. The evaluation plan will be both summative and formative to accomodate the updating of recurring activities as well as the measurement of objective outcomes.

3. The Des Moines Public Schools department of evaluation will be responsible for an evaluation design, conduct of the evaluation, and the preparation of one interim and a final evaluation report which will be presented to the district's administration and the Department of Public Instruction.

4. A team of specialists from outside the district will be contracted to review and critique project objectives and designs. These consultants will make an on-site visit and will make recommendations for improvement of project design and implementation.

The evaluation design will include an assessment of all performance and process objectives of the project. It will identify the responsibilities for evaluation activities, type of documentation to be used, the data treatment to be used, and a time schedule for evaluation activities.

Data to be used in the analysis of all objectives will be collected and stored in an "accountability file." Similar files for all collected data will be maintained by the project coordinator and the director of evaluation.

A "suspense file" for monitoring the submission of all required reports will also be maintained to insure that all data is promptly received. Results for all objectives will be duly reported in the final evaluation report for the project year. Only in the case of performance-type objectives will there be a statistical "treatment" of data, unless the peculiar circumstances surrounding a given process objective seem to warrant additional attention. All objectives, as previously indicated, have been rewritten and edited with facility of evaluation as one considered criterion in their preparation. Documentation for each process objective shall be verified to determine the degree of attainment by position, and reported for use as a management control device.

The project will require the services of three full-time workers and two program consultants.

Learning disabilities programs in the Des Moines Schools have been supported by two earlier Title III ESEA grants. During the 1969-70 school year a planning grant was approved for a person to be hired to write a proposal for a Title III project for a Learning Center. In addition, during 1971-72, a proposal for developing a diagnostic and learning clinic for elementary pupils was written. The Title III project, now called the "Diagnostic and Educational Learning Center," provides direct services for about 60 children from nine public and three parochial schools in the northeast section of Des Moines and indirect services for an additional two hundred children.

The Learning Disabilities: secondary schools project is receiving $80,548 in Title III monies during the first year of operation. The project is expected to receive $53,700 during the second year and $13,424 during the third.

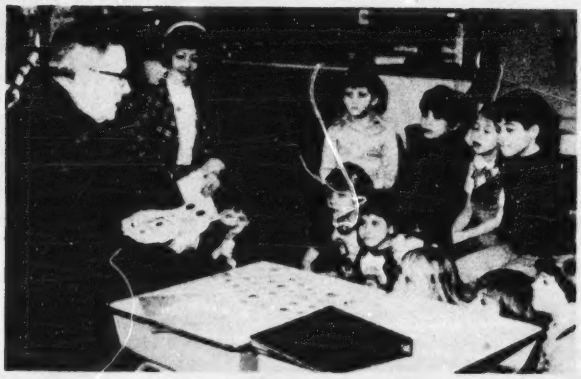
Project CHALLENGE
Project Number 03007
Cedar Falls Community Schools
Project Period: August 1, 1973, to January 31, 1976
Richard W. Nystuen, Director
903 Washington Street
Cedar Falls, Iowa 50613
(319) 266-1773

The current operational grant proposal is a result of a five-month planning grant funded with Title III ESEA funds from November 1972 to March 1973. The project is intended for gifted students in grades K-6. Project CHALLENGE has three major goals with particular emphasis on staff development of 25 participating teachers. The three general goals are:

1. To upgrade the effectiveness of regular classroom teachers in understanding, identifying, and providing for the needs of talented students.

2. To enrich the teaching and learning experiences within the regular classroom, particularly for talented students.

3. To further the implementation and practice of individualization of instruction.



CHALLENGE is designed to produce growth in the self-esteem of gifted students, growth in overall school achievement, and to provide increased opportunities for independent study. Teachers will be encouraged to become more aware of the multi-dimensional aspects of student talent, higher levels of thinking, and the importance of the affective domain. It is also hoped that project activities will produce more effective verbal questioning skills in teachers and produce an increase in confidence and self-esteem of teachers.

The major portion of Project CHALLENGE will be devoted to a staff development program. This program will be organized into three 12-hour blocks with each block consisting of two six-hour days and will be conducted during the school year.

The evaluation of the portion of CHALLENGE directed to students will be done using the Coopersmith Self Concept Scale, Stanford Achievement Test and the Iowa Tests of Basic Skills, and student interviews. The teacher portion of CHALLENGE will be evaluated using a check sheet inventory of teacher awareness, audio tapes of verbal classroom interaction (Aschner-Gallagher Verbal Interaction Analysis Scale), and the Tennessee Self Concept Scale.

The project is receiving $16,549 in Title III funds during its first year of operation and is expected to receive $11,033 during the second and $2,758 during the third.

Project Minicourse
Project Number 03008
Waverly-Shell Rock Community Schools
Project Period: July 1, 1973 to June 30, 1974
Carl Neumann, Director
215 Third Street, N. W.
Waverly, Iowa 50677
(319) 352-3630

The purpose of the proposed project is to develop a minicourse program for secondary students with properly written behavioral objectives, planned activities and adequate educational materials and equipment to provide for effective instruction. The minicourse is defined as a unit of material which is structured to include philosophy or overview, instructional objectives, content, activities and evaluation devices. The minicourse may include skill development, enrichment, recreational or remedial activities. Incorporating the minicourse project into the school curriculum will hopefully motivate student interest and provide for better use of unstructured time. Major objectives of the program as stated in the proposal include:

1. Broaden and enrich the curriculum to provide additional educational opportunities of students.
2. Allow students to go "outside" of the regular class offerings in a quest for knowledge in depth in areas of specific interest.
3. Give staff members opportunity to develop skills in developing minicourse materials based on behavioral objectives.
4. Use the community as a classroom and enable local citizens to participate in the curriculum enrichment activities.
5. Utilize student time better.
6. Create an environment which would give the student greater responsibility for his own education through individualized study.
7. Develop a more positive student attitude toward school and teachers.

Any student who demonstrates an interest, regardless of prior academic achievement, may enroll in a minicourse of his choice. Opportunity for selecting learning activities will hopefully improve student interest and attitude toward school. Examples of program behavioral objectives in the affective domain include:

1. Students will exhibit a more positive attitude toward school as evidenced by fewer days of absence, decreased tardiness, and lower dropout rate.
2. Freedom of choice and interaction will permit students to develop a positive personal and civic code of behavior as evidenced by increased participation in student government and improved peer relationships.
3. Closer student-teacher relationships in minicourse programs will augment greater participation in extracurricular activities.
4. Students will illustrate willingness to comply with regulations concerning school property as measured by a decrease in the number of cases of vandalism from one school year to the next.

Program evaluation will be continuous. A pre-test and post-test will be used to evaluate increased interest and attitudinal changes of students. The School Interest Inventory and portions of the Thurstone Attitude Scale will be adapted to measure interest and attitude changes. Outside expertise will be employed to design the evaluation

instruments. At the conclusion of each minicourse, both students and teachers will be asked to complete an evaluation checklist and make written comments about each course in which they were enrolled or taught.

This $9,500, one-year program will involve 1,224 students and regular secondary staff.

Student Planned and Evaluated Learning (SPEL)
Project Number 03009
Malcolm Price Laboratory School (UNI)
Project Period: August 1, 1973, to July 31, 1976
Dr. Howard Vander Beek, Director
2210 Olive
Cedar Falls, Iowa 50613
(319) 273-2591

The chief aim of SPEL is to develop a system of learning that will permit each student to become personally responsible for planning his learning and personally accountable for evaluating his own progress. An effort will be made to go a step beyond current practices that attempt to individualize instruction and provide for continuous growth toward objectives described by teachers. The SPEL plan provides that the student determines his behavioral objectives, devises a plan to achieve them, describes evaluative criteria, and evaluates his efforts. The project proposes to build and test a prototype learning system which emphasizes noncognitive rather than cognitive concerns. One hundred secondary students in business education, foreign language, and communication skills will be involved in the three-year, $72,000 project. The general goals of the project are as follows:

1. The project will provide a model for individualizing instruction and building independence in the learner at no increase in per-pupil cost.

2. The project will demonstrate that students can effectively assume greater responsibility for planning their own learning.

3. The project will increase the use of resources outside the school.

4. The project will provide materials to assist students in interpreting objectives in terms of personal performance.

5. The project will provide an alternative to elective programs.

Beginning in the fall of 1973, an orientation session will assist each student in defining a plan for his own learning. The teacher will serve as a facilitator as the student discovers wide varieties of possible goals of learning, assesses his present achievement, composes learning objectives, selects learning activities, and evaluates his progress. Each student will devise a learning plan in individual pupil-teacher conferences. The student will be free to pursue his goals; frequent student-teacher conferences will be held. At the appropriate times, progress reports will be made and new learning plans developed.

An Operant Inservice Teacher Education Program
Project Number 20001
Iowa City Community Schools
Project Period: April 1, 1972, to March 31, 1973
Dr. Merle D. Harding, Director
1040 William Street
Iowa City, Iowa 52240
(319) 351-4341

This one-year project was designed to help participating teachers learn behavioral learning principles and apply them successfully in their classrooms. Upon completion of the program, teachers should functionally analyze behavior, verbalize problem behavior more objectively, depersonalize inappropriate behavior, effectively remediate already existing problems, create an atmosphere by their own behavior that will prevent school-related classroom problems from arising, and plan individual programs with measurable objectives based on each child's functioning level.

Seventeen elementary teachers who had volunteered for an inservice program conducted by one of the school

district's psychologists were divided into experimental and control groups. The teachers were informed that they could enroll for three hours of graduate credit at the University of Iowa and could earn up to the cost of tuition ($138) by fulfilling the requirements of the program.

Prior to the training program, each teacher completed a questionnaire to measure knowledge of, and attitude toward, behavioral learning principles, and rated every child in her class on a 12-question problem behavior checklist. Concurrently, each child rated both his teacher and classroom atmosphere.

The training program followed a sequenced pattern proceeding from behavioral learning principles, to the theoretical basis for such a position, to more advanced and sophisticated procedures that could be used in classrooms to individualize for children. Within the program, each teacher attempted to modify a behavior of her most problematic child.

The classroom behavior of the five children whom the teacher rated as most problematic, as well as that of the teacher, was recorded by trained, reliable observers at pre-treatment, at post-treatment, and, for the experimental group, at a follow-up period two months after termination of the program (at that time the control group was involved in the same program). At post-treatment, measures on teacher knowledge and attitude, teacher ratings of their most problematic students, most problematic students' ratings of teachers, and most problematic students' ratings of classroom atmosphere were again taken.

Evaluation results revealed that there was no significant difference between the experimental and control groups with regard to: total appropriate and inappropriate teacher behavior; inappropriate behavior of the most problematic children; teacher ratings of the most problematic children; and the most problematic students' ratings of classroom atmosphere. There was a significant difference between groups which favored the experimental group on: teacher knowledge and attitude toward behavioral learning principles; and the most problematic students' ratings of teacher behavior. Within the experimental group there were significant decreases in: total inappropriate teacher behavior; and inappropriate teacher behavior to the most problematic students.

This project was supported with $4,698 of ESEA Title III funds.

Modular Interest Period/Interim Minicourse Program
Project Number 20002
Akron Community Schools
Project Period: July 1, 1972, to June 30, 1973
Charles E. Eskra, Director
Akron, Iowa 51001
(712) 568-2616

This one-year project developed minicourses to supplement the regular academic program in the Akron High School. Basic objectives of the program were: (1) to improve the interest of students toward greater intellectual pursuit in the basic studies; (2) to change the attitudes of students toward school as they develop interest in the minicourse activities (3) to increase the achievement of students in the minicourse areas; and (4) to increase the quality of presentation by the teachers in the regular classrooms.

The students were surveyed to determine their interests. Courses were then developed by the faculty and outside resource persons. A two-week period was set aside between the first and second semesters for conducting the courses. At the end of this period, an open house was held for parents and other interested patrons; over 250 people attended.

Evaluation was conducted by an outside consultant through the use of student and teacher questionnaires. The teachers were also asked to give an evaluation of their individual courses and to report on community response to the program.

Student response to the program was very favorable. Of the 315 students responding, 98 percent indicated that they liked the program; nearly 89 percent felt that the course descriptions were adequate; and 83 percent indicated that the courses interested them to the extent that they might follow them in school or as a hobby. While 42 percent felt the courses met their expectations, less than one percent were not satisfied; the remainder had mixed feelings. Although only 35 percent felt that this program improved their attitude toward school, 96 percent felt it improved their attitude toward teachers and want the program to be continued.

A great majority of the teachers (22 of 23) indicated that these courses were of sufficient value to outweigh the disadvantages. The three areas of greatest doubt concerning the effectiveness of the program were as follows: 22 percent felt there was little or no value derived from the objective that this program provided a welcome break for the students; 16 percent said it had little or no value in providing teachers the opportunity to "experiment"; and 16 percent felt the program did little or nothing to reduce student boredom. The evaluation, however, summarizes the teachers' reaction to the program by stating that "the faculty are almost unanimously behind the minicourse program though they certainly recognize its inadequacies. They would seem to feel that it is a program well worth continuing."

The attendance by parents and interested community members was indicative of their interest and support of the program. Comments by community leaders as observed by teachers also point to community approval.

A product of this project is a curriculum guide containing 61 minicourses. The project was supported with $8,000 of ESEA Title III funds.

Guidance Projects

Guidance Projects

The Title V-A program of the National Defense Education Act of 1958, Guidance and Counseling and Testing; Identification and Encouragement of Able Students was designed to encourage local public school districts in the development and expansion of Guidance and Counseling and Testing programs. This title (as such) was terminated by the Federal Congress on June 30, 1970. The Title III program of the Elementary and Secondary Education Act designed to encourage school districts to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services was amended beginning July 1, 1970, to combine within a single authorization, *subject to the modifications imposed by the provisions and requirements of this title*, the program formerly authorized by this title and Title V-A of the National Defense Education Act of 1958.

Section 131. (a) (1) Title III of the Elementary and Secondary Education Act of 1965, amended, reads as follows:

"Title III - Supplementary Educational Centers and Services; Guidance, Counseling, and Testing."

The Guidance Services Section of the Department of Public Instruction has the responsibility for administering these funds for Guidance and Counseling in accordance with the established regulations. During the spring of 1970, then, the Guidance Services Section of the Iowa State Department of Public Instruction called a meeting of the Iowa Statewide Guidance Advisory Committee. The Guidance Services Section requested that this committee make recommendations on a priority basis for the use of Title III, ESEA, monies for Fiscal Years 1971, 1972, and 1973. This committee consisted of representatives from the following professional groups:

GUIDANCE ADVISORY COMMITTEE

1. Iowa Association of School Administrators
2. Iowa Association of Secondary School Principals
3. Iowa Personnel and Guidance Association
4. Iowa Vocational Association
5. Iowa Area School Superintendents
6. Iowa Community College Student Personnel Association
7. City Directors of Guidance
8. Elementary School Principals
9. Counselor Education Institutions
10. Department of Public Instruction

The Guidance Services Section accepted the recommendation of the committee that consideration be given to the following order of priorities for utilization of guidance funds.

1. The development and implementing of pilot projects on guidance program *accountability* (assessment and evaluation).

2. The implementation and/or expansion of

programs of guidance services at the *elementary school level.*

3. The development of specific activities designed to improve the *quality and scope* of Guidance and Counseling services.

In an effort to assure the maximum use of the limited funds available, the project proposal approach was implemented. Each project submitted had to meet the provisions of the following "modified eight" criteria as specified in Section 2.3.26 of Iowa's State Plan for Title III, ESEA.

1. Concepts, practices, or techniques which are economically feasible and efficient.

2. Evaluation strategies based on valid research methodology which will provide evidence which will determine the extent to which the behavior of the participants has been improved.

3. Performance objectives which are measurable, and appropriate activities which facilitate achieving them.

4. An awareness of information concerning similar programs, relevant research findings, and views of recognized experts.

5. Provision for staff with professional qualifications adequate to achieve the project's stated objectives.

6. Provision for adequate and appropriate facilities, equipment, and materials which will facilitate achieving stated objectives and which show direct relationships to the proposed budget.

7. Documentation that there has been, and will be, (a) adequate planning for the proposed project, (b) utilization of the best available talents and resources, and (c) participation in the project activities of students, parents, school personnel, non-profit private school representatives, and other persons, including those with low income broadly representative of the cultural and educational resources of the area to be served.

8. Provision for dissemination of information about the proposed project which are appropriate and adequate for the area to be served.

During the three years of the program's existence, projects have been developed, submitted and approved for funding in all three utilization priorities. While the majority of these projects were approved for one year or less, two "accountability" projects (priority one) were approved for three years.

The following pages contain an abstract for each of the projects which were approved and implemented. The project abstracts are grouped by funding utilization priority and chronologically within each of the three categories. Although evaluation is an integral part of each proposal, these abstracts do not focus on the project outcomes. Should the reader wish elaboration on the operation or results of any project activity, inquiries should be addressed to the project contact listed on the abstract.

TITLE: **Secondary Guidance Evaluation Project**

LOCATION: **Mason City Community School District**

DATES: **September 1970 to June 1971**

CONTACT: **Richard Downs, Director of Pupil Personnel Services**
Mason City Community School District
120 East State
Mason City, Iowa 50401
515-423-3860

GRANT: **$2,993.00**

This project was an outgrowth of discussions with the Iowa Association of Counselor Educators and Supervisors Accountability Committee. It was established as an exemplary evaluation model for guidance accountability in Iowa.

The project assessed the secondary guidance program of the Mason City Community School District. This assessment was needed in order to make sound decisions for improvement based on valid and reliable information. A district-wide guidance evaluation committee served in an advisory capacity in the establishment of criteria for evaluating the objectives of the guidance program. Existing objectives for guidance services were reviewed and/or new ones established by means of student, teacher, administrator, counselor, parent, and community questionnaires and surveys.

An extensive and comprehensive document, "Evaluation and Status Report of Secondary Guidance Services," Mason City Community Schools, 1971, was prepared detailing all aspects of the study. The data were summarized by the consulting team as an assessment of current status. Based on this appraisal and the evident interest within the staff to provide a program of guidance services to meet the needs of their students, the district was recommended to employ dynamic leadership for the guidance program to be charged with the implementation of the lengthy list of recommendations developed by the committee.

TITLE: **Evaluation: Exemplary Small Group Counseling Project Jefferson Junior High School**

LOCATION: **Dubuque Community School District**

DATES: **June 14, 1971 to August 8, 1971**

CONTACT: **Louise Thompson, Director of Guidance Services**
Dubuque Community School District
1500 Locust Street
Dubuque, Iowa 52001
319-557-2911

GRANT: **$3,957.00**

The focus of this project was the evaluation of a junior high small group counseling effort. The evaluation was designed to assess the project's influence on student academic achievement, citizenship scores, social skills, self-concept, communication skills, attendance, discipline records, counselor utilization, and educational decision-making, both short and long term. Further, this evaluation was used to judge the feasibility of employing similar innovative counseling techniques in other Dubuque schools, both public and private.

The evaluation was accomplished satisfactorily and yielded the following conclusions:

(1) The experiment achieved the research objectives.
(2) The group counseling technique expanded school counseling services.
(3) The Group Counseling Model proved to be a suitable helping model for early adolescents.
(4) The group counseling project positively affected the function of the school's educational program.

TITLE: **Implementation of Assessment and Projection of Guidance Services Study in the Des Moines Schools**

LOCATION: **Des Moines Community School District**

DATES: **August 1, 1971 to July 1, 1974**

CONTACT: **Leland Miller, Counselor**
Des Moines Independent School District
Wilson Junior High
2430 East University Avenue
Des Moines, Iowa 50317
515-266-5135

GRANT: **1st year - $32,607.50**
2nd year - $22,004.00
3rd year - No funding -- withdrawn

This project has been developed as a three year effort to implement recommendations made after an extensive evaluation study of guidance services. The evaluation study revealed needs in the following areas: (1) definition and clarification of counselor role, (2) more personalized services to students, (3) guidance services in the elementary schools, (4) expanded guidance services, (5) employment of paraprofessionals, (6) involvement of students, parents, and teachers in program planning and operation, and (7) establishment of a differentiated staffing system within the program of guidance services (area pupil services coordinator, building pupil services coordinator, guidance counselors, and pupil services aide).

The objectives of the project are established to meet the above-stated needs; however, since it is not possible nor perhaps even feasible at this time to implement these changes on a system-wide basis, a pilot effort shall first be made. The schools in the east Des Moines area have been selected because it was felt that this is the best single area and typifies the whole city. Considerable time has been devoted to planning by counselors and administration, planning that has involved as well personnel representing the non-public elementary schools in the project area. The non-public pupils and teachers are to receive services and inservice training on the same basis as those pupils and teachers in the public sector.

Project efforts shall consist of staff development workshops for area and building pupil services coordinators, and building pupil service workers, aides and teachers. An

elementary counselor shall be employed and assigned to provide guidance services for selected elementary grades in the three(3) public elementary and one(1) non-public elementary (population K, 1st and 6th grades approximately 780 pupils). Other elementary grades will be phased in the following two years of the project. A Pupil Services Team shall also be established in each school in the project area. Parent involvement in team case studies will be encouraged.

Outside consultants will be employed to assist with evaluation and assessment. Evaluation will be accomplished by use of time logs, check lists, questionnaires and interviews. Assessment will center around follow-up studies, attitude surveys and testing.

An evaluation of the first two project years yielded the following:

Major Accomplishments:

1. A small increase in the portion of counselor time devoted to group counseling and guidance was noted.
2. Local building pupil services teams were organized in the elementary schools within the project. Elementary guidance counseling was initiated to a limited degree.
3. Twenty-nine elementary teachers were involved to varying degrees in presenting the Human Development Program to their students.
4. Students generally indicated that student-counselor relations were on a free and open basis.

Comments and Recommendations:

1. It is impossible to determine if the supposed improvements in guidance services are a direct result of the project or whether they would have occurred without the impetus of the project as a result of the Blocher- Ferguson recommendations.
2. The concept of a "student-centered program of guidance" was never satisfactorily defined.
3. The roles of the differentiated Pupil Services staff need to be specified--especially that of the counselor.
4. The differentiated staffing concept seems to be effective in achieving the stated purposes only when larger numbers of guidance personnel are involved. Where the guidance staff is limited, it seems to be of little benefit to attempt to "differentiate."
5. It is the recommendation of the Department of Evaluation that the Education Division seriously consider the advisability of continuing this project.

The project was withdrawn in July, 1973.

TITLE: **A Project to Determine Guidance Accountability at the Elementary School Level**

LOCATION: **Black Hawk-Buchanan County Board of Education**

DATES: **September 1, 1971 to August 30, 1974**

CONTACT: **Wayne Mooers, Director of Special Services**
Black Hawk-Buchanan Joint County School System
314 East 14th Street - Box 763
Cedar Falls, Iowa 50613
319-277-3330

GRANT: **1st year - $29,008.00**
2nd year - $20,088.57
3rd year - $9,913.33

This project is to: (1) compare the success of elementary guidance programming in selected schools with control schools in which these services are not available (success will be determined by student growth in academic, social, and emotional dimensions); (2) compare the degree of success of an elementary guidance program which employs a full-time counselor with one that employs a half-time counselor, and with one that has access to an in-service consultant only; (3) motivate and enhance local school guidance program development (where personnel are not available) through inservice education. The project requested funds for the employment of two approved elementary school counselors. With the limited number of qualified elementary guidance counselors available, it was imperative that "time" be used in the most effective manner. The project has established control groups and has provided direction to local school districts as they have delivered guidance services to their elementary school pupils. At the same time, it may provide direction for the development of elementary guidance programming at the state and national levels.

From this area, one elementary school (Irving School - Waterloo Community Schools) of 500 students has been selected as the location in which one full-time counselor is assigned. Another elementary school (North Tama Elementary School) has been identified and a half-time counselor assigned.

Counselor placement was made on several criteria among which are the following: (1) size of school within the range identified (300-700 students in a single building), (2) written statement of interest on the part of the school, (3) on the "approval" list of the State Department of Public Instruction, (4) interviews with the elementary principals of schools nominated, (5) the availability of a control school of similar makeup, and (6) recommendation by the Title III Advisory Board.

A half-time person is operating as an inservice consultant to any school within the project area upon request. The focus of the inservice programming centers on how the school can begin to initiate an elementary guidance program without the services of a counselor. Time is devoted to working with teachers, administrators, and parents, and none of the consultant's time will be used for direct services to children.

The project is serving the area which has generally been called Area VII. The area consists of the public and the parochial schools at their option, in the following counties: Black Hawk, Bremer, Buchanan, Tama, Grundy, Butler, and Chickasaw.

TITLE: Program Accountability for Guidance and Counseling

LOCATION: Newton Community School District

DATES: September 1971 to August 1972

CONTACT: Charles Griffin, Assistant Principal
Newton Community Schools
Central Junior High School
100 North 3rd Avenue East
Newton, Iowa 50208
515-792-6181

GRANT: $10,000.00

The project was to develop accountability procedures to help determine how effectively the objectives of the counseling and guidance programs were being met, and to point out areas needing improvement.

Through conferences, discussions, dialogue and seminars during the previous year, guidance personnel had been working on the delineation of their changing role, and had come up with a stated goal and objectives as a working base. This overall goal would require everyone connected with guidance and counseling to assess how they were spending their time and evaluate their guidance activities. Were the activities productive in meeting the seven stated measurable behavioral objectives.

Various methods, techniques and procedures were used in the evaluation of the outcomes as they pertained to students. Consultants were engaged to assist in setting up evaluation procedures. Evaluative procedures included locally prepared tests, standardized tests, demonstrations, check lists, attitude scales, self-evaluations, and anecdotal records.

An extensive and detailed report of the project outcomes was prepared, a report which included behavioral objectives developed by and for the Newton Guidance Department. The project pointed up a paramount need to achieve an agreement on the role and function of counselors in the Newton schools. Most significantly, the need to have available for students counselors who "counsel" has developed as the major thrust of the project recommmendations.

TITLE: Construction of Elementary Guidance Units and In-Service Instruction

LOCATION: Cedar Rapids Community School District

DATES: June 15, 1971 to July 30, 1972

CONTACT: Arnold Paulsen, Coordinator of Guidance Services
Cedar Rapids Community School District
346 2nd Avenue, S.W.
Cedar Rapids, Iowa 52404
319-398-2401

GRANT: $7,558.01

This project was developed to assist the elementary schools to provide youngsters in grades K-6 with greater opportunity to learn more about themselves as persons and to better understand acceptable methods of communicating and cooperating with their classmates and adults.

Objectives of the project were to enable the student to demonstrate behaviorially: (1) a better understanding and acceptance of himself, (2) a better understanding of others, (3) an understanding of feelings, (4) a more positive self-image, (5) increased self-reliance, and (6) trust in others.

The project included summer development of teaching units for inservice activities, and inservice training during the school year (evening sessions) of classroom instruction. Teachers trained in this project have been provided with materials necessary to incorporate these units into their own classrooms.

The group's response to the inservice was great. The 50 enrollees (including those from parochial schools who were interested) all completed the course. There are now over 50 elementary teachers in the school system who are trained in and are using a guidance type unit in their classroom. Each teacher received the necessary materials to implement these units. The project has given new life and considerable attention to the services that can be provided by counselors. The 50 teachers who were enrolled in the course are the district's best ambassadors as to the importance of elementary guidance and counseling.

TITLE: Program Implementation in Elementary School (K-6)

LOCATION: Maurice-Orange City Community School District

50

DATES: *July 1971 to June 1972*

CONTACT: **Don VanderStoep, Counselor**
Maurice-Orange City High School
615 8th Street, SE
Orange City, Iowa 51041
712-737-4871

GRANT: **$803.78**

The goal of this project was to implement elementary guidance programming through the elementary teacher. Thus, this effort provided guidance materials for the classroom teacher's use under the direction of the elementary-junior high counselor.

The program objectives were: (1) to develop certain tasks/skills, attitudes, and understandings that people need to achieve prior to moving on the subsequent tasks; (2) to develop concepts for everyday living; (3) to build wholesome attitudes toward oneself; (4) to develop within individuals an understanding of others; and (5) to provide youth meaningful information about work in the world.

To meet stated objectives, motivational units were set up in a K-3 series and a 4-6 series. Some of the basic areas were: (1) Introduction To World Of Work, (2) The Newspaper Boy, (3) Telephone Servicers, (4) What Else Do Fathers Do? (5) Just What Do Mothers Do? (6) Health Service, (7) "Who Do You Think You Are?" (8) "Guess Who's In A Group!" (9) "What Happens Between People?" (10) "You Go Mad: Are You Glad?" and (11) What Do You Expect Of Others?

TITLE: **Preventative Problem Program**

LOCATION: **Audubon County School System**

DATES: **August 1971 to June 1972**

CONTACT: **Ron Schweitzer, Elementary Counselor**
Audubon County School System
Courthouse
Audubon, Iowa 50025
712-563-2336

GRANT: **$15,692.50**

The need for a guidance program grows out of the traditional American belief in educational opportunities for all. Education emphasized individual differences, recognized individual worth, human dignity and variability. There is an increased emphasis on home-school relations. Our society is constantly changing and demands guidance not only in educational planning but also in occupational planning and in personal, community, and family living. This project was an attempt to make the guidance services in the Audubon County School System more comprehensive.

The "Preventative Problem Program" as defined by Audubon County was a team approach involving the teacher, principal, curriculum consultant, psychologist, speech and hearing clinician, school nurse, and the parents. The action taken by the team could also be considered preventative as to problems of mental health and learning disabilities. For a better program, there was a need to add to the team an elementary counselor. The team was working under the theory that by early identification and programming, problems were more easily detected and prevented. It takes the full cooperation of all the professional people to obtain the best results. Interviewing, testing, and counseling of both the children and parents should take place at the earliest possible time.

It was hoped through this project that another very important aspect of the team could be added -- that of elementary guidance services through the employment of an elementary counselor.

The individual and group counseling services were well received. Other activities and services were demonstrated and implemented to a moderate degree. Generally, the elementary staff indicated an acceptance of and cooperated very well in the elementary guidance program. The final report indicated a variety of recommendations for the improvement and extension of the program.

TITLE: **Keep Elementary Education Progressive (KEEP)**

LOCATION: **Benton Community School District**

DATES: **August 1971 to June 1972**

CONTACT: **Bob Eldridge, Counselor**
Benton Community High School
Van Horne, Iowa 52346
319-228-6547

GRANT: **$14,372.80**

This project was designed to initiate an elementary guidance program in grades 4-6 in the Benton Community Schools which would include the employment of a full-time elementary counselor. This program was to serve three purposes: (1) respond to the guidance needs of students in grades 4-6 district-wide; (2) add a valuable resource to the pilot ungraded elementary center at Blairstown; and (3) serve as a model for the future expansion of elementary guidance services to grades K-3.

The objectives of "KEEP" were: (1) to help new students adjust to the Benton school system; (2) to act as a liaison between the school and home; (3) to act as a liaison between the special services of Joint County and the school district; (4) to assist the school nurses and classroom teachers in teaching values; (5) to work with teachers in the areas of student evaluation, student behavior, parent conferences, and classroom methods; and (6) to identify and assist students who change attendance centers to make the transition as smooth as possible.

Reaction of students and staff to the first year of an elementary guidance program at Benton Community was successful and helpful. Students felt the counselors were

helpful and indicated they would return if they had another concern.

Administrative reactions to project KEEP were favorable. While the school board's reaction to project KEEP was not completely positive at the outset, by the end of the year student and parent reactions to the program had convinced all members that they had an excellent program which should be continued.

TITLE: **Individualization Through Elementary Guidance**

LOCATION: **Linn-Mar Community School District**

DATES: **August 1971 to June 1972**

CONTACT: **Glen Easterday, Assistant Superintendent for Curriculum and Instruction**
Linn-Mar Community School District
P.O. Box 307
Marion, Iowa 52302
319-377-5645

GRANT: **$14,500.00**

There were two counselors employed in the Linn-Mar Community School District during the 1970-71 school year. In the 1971-72 school year, almost 2,000 elementary students were expected in the district. Thus, the employment of a third counselor was necessary to maintain present guidance services and initiate new services for the rapidly expanding enrollment.

The instructional program and the guidance program have complemented each other in the development of two major objectives, the individualization and the humanization of educational experiences.

To meet the identified needs, the objectives of elementary guidance must be those of a complete program. The objectives of this staff expansion were: (1) to offer guidance services to the students, parents, and faculty members of the Indian Creek Elementary Building and the Wilkins Elementary Building -- (a) counseling--individual and group, (b) collaboration--teachers and parents, and (c) coordination of resources; (2) to focus on the learning styles of individual students and small groups of students; and (3) to assist in the development of evaluative procedures for individualized techniques.

With the approval of the third counselor, new counselor assignments were established. The then present positions served the two buildings with the larger enrollments and the new positions the two smaller enrollments units.

TITLE: **Establish An Elementary Guidance Program**

LOCATION: **South Tama County Community School District**

DATES: **August 1971 to June 1972**

CONTACT: **George Kruger, Principal**
South Tama County Community School District
Montour Elementary School
Montour, Iowa 50173
515-492-3015

GRANT: **$14,912.00**

The intent of this project was to implement an elementary guidance program encompassing the entire system (1,100 elementary students) that would: (1) increase communication within the school system; (2) increase contacts between the home and school; (3) coordinate the efforts of agencies such as social workers, psychologists, nurses and other groups not directly responsible to the school; and (4) make more effective and efficient use of standardized test results (this responsibility would entail test selection, organizing the administration of all standardized tests, and presentation of results to students and staff).

Objectives of the South Tama Elementary Guidance Program were: (1) to reduce the number of students failing to complete high school, (2) to raise the percentage of high school graduates continuing their formal education past high school graduation, (3) to reduce the number of students absent or tardy from the elementary school, (4) to increase the number of parent or teacher initiated school conferences, (5) to show a positive gain on the basis of attitude scales from the beginning to the end of the school year, (6) to create a positive feeling towards the district's standardized testing program by the teachers and the students, (7) to lessen the number of students of the district with severe personality disorders, and (8) to increase communication between the elementary and the secondary school.

TITLE: **Outreach, 1971: Self-understanding Through Development Counseling and Career Exploration; An Expansion of Guidance Services to the Elementary School**

LOCATION: **Woodbury Central Community School District**

DATES: **August 1971 to June 1972**

CONTACT: **William DeVine, Superintendent**
Woodbury Central Community School District
Moville, Iowa 51039
712-873-3128

GRANT: **$7,163.50**

This project was designed to help elementary children understand themselves, engage in exploration of careers, and see the value and significance of all honest work in society. The junior high school counselor, at that time employed two-fifths time, assumed the elementary counselor's role during the remaining three-fifths of his

time assignment.

A K-12 emphasis in guidance services to students was developed with this project to demonstrate the value of developmental guidance services for all students of an elementary-secondary educational setting.

While objective measures of evaluation were not secured, personal reactions indicated a positive feeling as to the project's value and the importance of continuance. The support for the concept of elementary guidance, and the focus on career awareness in the elementary school has led to the development of a county-wide program of elementary guidance staffed by three elementary counselors.

TITLE: **Ames Elementary Guidance Counselor**

LOCATION: **Ames Community School District**

DATES: **September 1971 to June 1972**

CONTACT: **Luther Kiser, Assistant Superintendent for Curriculum and Instruction**
Ames Community School District
120 South Kellogg
Ames, Iowa 50010
515-232-3400

GRANT: **$16,980.00**

This elementary guidance and counseling project provided funding for the employment of one full-time, fully certified elementary counselor to serve in two neighborhood elementary attendance centers previously designated as "target" schools in accordance with federal guidelines. The counselor assisted children and teachers, kindergarten through sixth grade, by implementing guidance and counseling activities of a developmental nature.

The elementary counselor spent one-third of his time at Beardshear Elementary School (153 students) and two-thirds of his time at Roosevelt Elementary School (322 students). The combined school enrollments, then, had a counselor-student ratio of 1 to 475. It was felt that to effectively implement a developmental approach to elementary guidance and counseling, the student-counselor ratio and the teacher-counselor ratio must be kept reasonably low. The counselor must be known, trusted, and readily accessible to children, teachers and parents in order to best utilize his resources.

Major effort was spent in informing staff, students, and parents of the duties and responsibilities of an elementary counselor. The concept of elementary guidance has been successfully implemented at this school level. In the career development aspects, the proposal was limited because of the need to first establish a base from which to operate. Having established that base, elementary guidance will now become very important in the integration of the career development concept into the total K-14 curriculum. The "Ames Elementary Guidance Counselor" program has provided the structure to establish a sound guidance curriculum.

TITLE: **Workshop on Creativity and Emotional Development in Elementary School Children**

LOCATION: **Cedar Falls Community School District**

DATES: **October 21, 22, and 23, 1971**

CONTACT: **Dick Nystuen, Director of Guidance**
Cedar Falls Community School District
903 Washington
Cedar Falls, Iowa 50613
319-266-1771

GRANT: **$2,475.00**

The focus of this project was a workshop based on the Human Development Program format as written and organized by the Institute for Personal Effectiveness in Children which was formed to promote character and emotional development of children through effective interpersonal communication. The methods and procedures involved centered on group techniques to promote improved self-awareness, self-confidence, and interpersonal relationships.

The primary objective was to improve communication between educator and child, and among children. To effect an improved communicative process, a 26-hour training program was planned to help 50 teachers from the Cedar Falls Community School District and St. Patrick's Parochial School be more open and receptive to their own feelings and thoughts, and to the feelings and thoughts of children. The teacher training sessions consisted of the following: (1) teachers were exposed on a small group basis to a series of experiences aimed at helping them become aware of their feelings, thoughts and behavior; (2) well planned lectures and discussions were held to give the participants a clear understanding of the theory inherent in the program (causes and effects of behavior were analyzed as they related directly to the participants' own group experiences and then were transferred through analogy to the situational effect the program may have on the children); and (3) demonstrations by the instructors with representative children from the participant schools were held, both to model techniques and to help teachers appreciate the legitimacy of such communicative experiences with children.

The evaluation submitted by the participants at the close of the workshop proved to be very positive and supportive of the program. Numerous personal notes and letters from participants praised the project and expressed an appreciation for involvement in HDP. Video-tape of key sessions and color slides and tape recordings have been utilized in teacher groups and are available for future review or follow-up.

TITLE: **Elementary Humanizing Education**

LOCATION: Joint County School System - Cedar Rapids

DATES: July 1, 1972 to June 30, 1973

CONTACT: Pat Kelly, Coordinator, Humanizing Education
Joint County School System - Cedar-Johnson-Linn-Washington
Box 1406
4401 6th Street Road S.W.
Cedar Rapids, Iowa 52406
319-366-7601

GRANT: $19,200.00

This elementary guidance and counseling project provided funding for the employment of one full-time qualified elementary guidance counselor to work in elementary attendance centers served by the Joint County School System. This counselor would assist elementary students and teachers by performing guidance and counseling activities.

Objectives of the program were to: (1) create and conduct group-type classes for educational personnel in Humanizing Education, (2) offer Humanizing Education classes to educators in schools served by the Joint County School System, (3) work directly with teachers and administrators in promoting optimum growth of individual students, (4) conduct classes in cooperation with classroom teachers, (5) develop a communicative climate that would effectively permit the skills of all educational staff members in a given school to be utilized, (6) conduct small group-type classes for students, and (7) use measurement instruments designed to measure the affective behavioral change of both students and teachers.

Thirty percent of the counselor's time was spent in conducting the classes in Humanizing Education. Each course met for 14 sessions, 1 hour and 30 minutes each week. Classes were held after school and in the school setting. A case study approach, with observation and discussion, was used to develop expressive and interacting skills. Classes were conducted with group-type techniques, each class being made up of from 15 to 20 teachers and administrators. The remaining seventy percent of the time assignment was utilized in working with administrators, teachers and students in the various schools. The elementary guidance counselor was immediately responsible to the building principals in the schools served.

TITLE: Self-Understanding and Career Development: A County-Wide Cooperative Program in Elementary Guidance

LOCATION: Woodbury County School System

DATES: July 1, 1972 to June 30, 1973

CONTACT: David Grindberg, Director of Curriculum
Woodbury County School System
Room 302 Courthouse
Sioux City, Iowa 51101
712-277-2431

GRANT: $52,561.00

This project was designed with a three-pronged emphasis: (1) the program provided a systematic approach to helping the child develop emotional maturity and increase his self-understanding so that he was better able to deal with academic subjects at an optimum level, (2) the program developed a curricular approach to aid the student in the increase of both awareness and understanding of the world of work so that he would be better prepared for gainful employment by the time he finished his formal education whether it be at the end of 10 or 12 or 16 years of school, and (3) the program included a training workshop for teachers to help them develop a mastery of techniques which would aid in the child's affective development, as well as the establishment of an informal workshop for parents.

The project was a cooperative program in which three elementary school counselors worked in nine schools which were selected on the basis of administrative interest in the program, willingness to fully participate in all phases of the program, and geographical location of the school. One school was selected from each of the seven districts in Woodbury County (including Woodbury Central) as well as two parochial schools located in the county. Each counselor served three schools. The project as outlined incorporated the functions of elementary counselors into a cooperative program of developmental guidance and career exploration at the elementary school level within the county, to supplement the various services of the pupil personnel team which were being offered by the Woodbury County School System to the districts which it serves.

TITLE: Elementary Guidance

LOCATION: Denison Community School District

DATES: August 1972 to June 1973

CONTACT: George Dobrovolny, Superintendent
Denison Community School District
North 16th Street
Denison, Iowa 51442
712-263-2176

GRANT: $16,000.00

This project provided for the employment of an approved elementary school counselor to implement an organized program of guidance services in the elementary attendance centers in Denison.

The objectives of this program were: (1) to observe those students who were having developmental and/or learning difficulties; (2) to develop through the use of a positive approach the elementary student in testing,

self-inventory and counseling, self-understanding as to the relationship between his abilities, interests, achievements and opportunities; (3) to provide for individual and small group counseling; (4) to expose the elementary students to many areas of career opportunities through the use of interest patterns, audio visual materials, outside speakers and counseling; (5) to identify early individual strengths and talents; (6) to develop a closer relationship of the home and school through home visiting, parent conferences, and counseling by the guidance counselor; (7) to assist the teachers in becoming more effective as instructors and to develop a keen awareness of children's needs through dissemination of guidance materials, planning workshops, conferences, film presentations and informal contacts with elementary teachers; and (8) that the guidance counselor would at the request of the classroom teacher, observe, test and collect student data for utilization by the school psychologist prior to the evaluation of an elementary student.

TITLE: **Individualization Through Elementary Guidance**

LOCATION: **Linn-Mar Community School District**

DATES: **August 1972 to June 1973**

CONTACT: **Glen Easterday, Assistant Superintendent for Curriculum and Instruction**
Linn-Mar Community School District
P.O. Box 307
Marion, Iowa 52302
319-377-5654

GRANT: **$15,710.20**

This elementary guidance and counseling project provided funding for one additional approved elementary school counselor to provide guidance services to the Indian Creek Building in the Linn-Mar Community School District.

The professional elementary counselor was employed so that: (1) individual pupil needs would be recognized and met more effectively, (2) experiences in the school would be made more meaningful to all pupils, and (3) change in the school experiences would be more readily initiated when needed in terms of the developmental needs of pupils.

To meet the identified needs, the objectives encompassed those of a complete guidance program for the youngsters served by the project. The objectives of the Linn-Mar Elementary Guidance Program and the actual processes evolved over the past four years. Additional specific objectives were included to enhance the guidance function in an individualized instructional program. These objectives were: (1) to offer guidance services to the students, parents, and faculty members which would typically include individual and group counseling, collaboration between teachers and parents and coordination of resources; (2) to focus on the learning styles of individual students and small groups of students; and (3) to assist in the development of evaluative procedures for individualized techniques.

This project served all youngsters enrolled in the Indian Creek Elementary School. This attendance center serves approximately 430 kindergarten, first, second, third and fourth grade youngsters. The services were offered to all of the approximately 900 students, parents, and faculty members assigned to the building.

TITLE: **Construction of Elementary Guidance Units and In-Service Instruction for Classroom Teachers in Their Use-Phase II**

LOCATION: **Cedar Rapids Community School District**

DATES: **December 15, 1972 to June 15, 1973**

CONTACT: **Arnold Paulsen, Director of Guidance**
Cedar Rapids Community School District
346 2nd Avenue, S.W.
Cedar Rapids, Iowa 52404
319-398-2401

GRANT: **$4,417.60**

In the fall of 1971, the Guidance and Counseling Section, Pupil Personnel Department, Cedar Rapids Community Schools, applied for and was granted a Title III project to construct some elementary guidance units that teachers could use in their classrooms. This project was completed and was determined to be very successful. The interest in the basic 1971 program was such that it was repeated as a professional growth course in the fall of 1972 and funded by the Cedar Rapids Community School District.

In keeping with the results of a follow-up survey, this proposal was based on expressed needs of Elementary Classroom Guidance Phase I participants. More specifically, these requested needs were for further instruction, experiential guidance and practical application in the

following five areas: (1) non-authoritarian teaching, (2) methods of changing behavior, (3) exploration of theories in dealing with child behavior, (4) communication skills, and (5) values clarification. The goal in developing Phase II of methods and materials for classroom guidance activities was to increase the effectiveness of teachers through experiencing and changing values, attitudes and concepts.

The inservice training was conducted during the school year (evenings) and included approximately 50 classroom teachers. Each teacher received 20 hours of classroom instruction.

TITLE: Elementary Humanizing Education

LOCATION: Joint County School System - Cedar Rapids

DATES: July 1, 1973 to June 30, 1974

CONTACT: Pat Kelly, Coordinator, Humanizing Education Joint County School System - Cedar - Johnson - Linn - Washington
Box 1406
4401 6th Street Road S.W.
Cedar Rapids, Iowa 52406
319-366-7601

GRANT: $19,200.00

This elementary guidance and counseling project is funding the employment of one full-time qualified elementary guidance counselor to expand the services available through the existing elementary guidance effort of the Joint County School System. This counselor is assisting elementary students and teachers by performing guidance and counseling activities.

The program includes the following: (1) creating and conducting group-type classes for educational personnel in Humanizing Education; (2) offering these Humanizing Education classes to educators in schools served by the Joint County School System; (3) working directly in classrooms and during free periods with teachers and administrators in promoting optimum growth of individual students; (4) conducting classes in cooperation with classroom teachers; (5) working directly with students in understanding teacher-student relationships and how this affects the educational process; (6) developing communicative climate that effectively permits the skills of all educational staff members in a given school (i.e., secretarial, custodial, counselor, administrative and teacher) to be utilized; (7) conducting small group-type classes for students; (8) using measurement instruments designed to measure the affective behavioral change of both students and teachers; and (9) providing individual counseling for students on a teacher referral basis.

Thirty percent of the elementary guidance counselor's time is being spent in conducting the above-described classes for teachers. Each course will meet for 14 sessions, 1 hour and 30 minutes each week. Classes are held after school and in a school setting. A case study approach with observation and discussion is being used to develop expressive and interacting skills. Classes are conducted with group-type techniques, each class being made up of from 15 to 20 teachers and administrators. The remaining seventy 70 percent of the assignment is being utilized in working with faculty and students in the various schools served. The elementary guidance counselor is immediately responsible to the building principals in the schools served.

TITLE: Ames Elementary Guidance Opportunity

LOCATION: Ames Community School District

DATES: August 1973 to June 1974

CONTACT: Luther Kiser, Assistant Superintendent for Curriculum and Instruction
Ames Community School District
120 South Kellogg
Ames, Iowa 50010
515-232-3400

GRANT: $30,890.00

This elementary guidance and counseling proposal attends to the expansion of an existing program. The program has functioned with two full-time counselors for the past two years, and the school district has committed itself to the addition of one more elementary school counselor for the 1973-74 school year. This proposal supports the addition of two elementary guidance counselors and the attendant expenses.

The elementary school guidance counselor shall: (1) assess the social and emotional needs of the school community, students, staff, and parents served; (2) organize and plan an appropriate guidance and counseling program to fit the social and emotional needs of the population served; (3) demonstrate effective techniques in the implementation of a guidance and counseling program in the elementary school served; (4) apportion his time to spend 70 percent working with children, 20 percent working with teachers, and 10 percent working with parents relative to the needs of specific students; and (5) evaluate the effectiveness of the program in meeting the identified needs of the school community.

At the present time only four (two single-unit and two double-unit buildings) of the nine Ames elementary school buildings have the services of the two elementary school guidance counselors. The two elementary school guidance counselors function as an expansion of the existing Ames elementary school guidance and counseling program, established as a viable model from which to draw. This model has been developed over a period of four years and is committed to a specific philosophy which includes: (1) a continuously expanding, ongoing program which has as a goal the establishment of a guidance and counseling program in every elementary school in Ames; and (2) an elementary program that has as a first priority the working directly with children (counselor concept) rather than the consulting with teachers (classroom strategist or learning facilitator concept) or parents (visiting teacher or school social worker concept).

TITLE: Elementary Guidance and Counseling

LOCATION: Carroll County School System

DATES: August 1973 to June 1974

CONTACT: John Vermilyea, Elementary Counselor
Carroll County School System
Courthouse
Carroll, Iowa 51401
712-792-3102

GRANT: $46,753.28

This elementary guidance and counseling project funds three additional approved elementary school counselors to provide services to the Glidden-Ralston and Coon Rapids public school districts and the following private school districts: Holy Spirit School (Carroll), Our Lady of Mt. Carmel School (Mt. Carmel), St. Joseph-St. Mary School (Dedham-Willey), and St. Augustine-Sacred Heart School (Halbur-Templeton).

The elementary counselors are employed to function as part of a team in more adequately individualizing the cognitive or academic areas and to more effectively integrate the affective or feeling type areas into the classroom. Each elementary counselor is assisting in the adjustment of individuals to the system and assisting the system in adjusting to each individual.

In meeting the needs of each student, a comprehensive program is being undertaken. General guidelines are provided; however, each school will establish their specific objectives within those general guidelines. The general guidelines include offering guidance services to students, faculty, and parents. These services typically include: (1) counseling with individuals and groups, consulting with teachers, parents, and administrators, coordinating teachers, resource possibilities, supplementary services; and (2) assistance in the development of evaluation procedures for individualizing and humanizing.

This project serves all youngsters in the previously mentioned school systems. These attendance centers serve approximately 1,700 elementary age children.

TITLE: Elementary Guidance Developmental Proposal

LOCATION: Fort Madison Community School District

CONTACT: Arthur Hansen, Superintendent
Fort Madison Community School District
1733 Avenue I
Fort Madison, Iowa 52627
319-372-7252

GRANT: $18,750.00

There are presently two elementary counselors for 2,105 elementary students in the Fort Madison Community School District. At this time, due to the high counselor-student ratio, all elementary students are not receiving desired services. A third elementary counselor is essential to provide the necessary services for all elementary pupils.

The following are the stated objectives of the project as well as of the present elementary guidance program: (1) to help the student develop self-awareness and understanding; (2) to develop within the individual an acceptance of self; (3) to help the individual develop an understanding of others; (4) to assist individuals in the decision-making process; (5) to help students discover their career opportunities; (6) to help students achieve responsible independence; (7) to develop within "significant others" an awareness, understanding, and acceptance of pupils; and (8) to provide continuous evaluation and improvement of the elementary guidance program.

This project will initiate a comprehensive guidance curriculum in all grades kindergarten through sixth.

TITLE: Guidance - A Developmental Process

LOCATION: Stratford Community School District

DATES: August 15, 1973 to June 15, 1974

CONTACT: Donald P. Hayes, Superintendent
Stratford Community School District
Stratford, Iowa 50249
515-838-2208

GRANT: $8,412.00

Up to this time, guidance in the Stratford Community School District has consisted of a guidance program involving students in grades 9-12. This project serves students in grades K-8 by the establishment of a continuous developmental program of guidance services. The population being served includes 254 students within the K-8 program.

The objectives are: (1) to provide those guidance services to the elementary pupil which would enhance his learning experiences and help him meet his personal, emotional, social, and vocational needs; (2) to develop a program which would benefit the faculty, parents, and community. The objectives will be met by individual and group counseling as well as classroom activities, counselor-teacher conferences, counselor-parent conferences, and counselor-community communication.

An evaluation will be devised to procure data to determine results. Information obtained in this manner will be interpreted by the counselor through consultation with the involved staff. All parents that have children involved in the program will be informed through home visitations by the counselor, and other communications.

TITLE: Elementary Home Visitations

LOCATION: Central Webster Community School District

DATES: June 1, 1971 to July 1, 1971

CONTACT: Edward Stewart, Superintendent
Central Webster Community School District
Burnside, Iowa 50521
515-359-2235

GRANT: $1,564.00

In an effort to facilitate better public relations and establish better communication, a counselor visitation of all homes with elementary school children was conducted. The visitation program was aimed at establishing a two-way, home-school exchange to reduce misunderstanding and develop a stronger, more supportive working relationship between home and school.

A survey questionnaire was administered to record information necessary to update cumulative records. Visits were unscheduled and allowed adequate time for information collection, a general discussion of school aims and goals, and enough time for any complaints, comments, or criticisms to be heard. Home visitations covered *all* homes, reaching those who do not attend school functions, will not visit school normally, and have little or no knowledge of the educational program, as well as those who do involve themselves in the education of their children.

The basic objectives of the summer program were carried out as planned. In all, 308 students and their parents were called on in their homes. Parents were found to be receptive and welcomed the interest of the school. The verbal comments of school personnel, parents, and the general public indicated that good public relations were promoted between the community and the school.

TITLE: Summer Visitation

LOCATION: Clarion Community School District

DATES: June 1971 to August 1971

CONTACT: Eric Linden, Counselor
Clarion High School
1111 Willow Drive
Clarion, Iowa 50525
515-532-2895

GRANT: $1,250.89

The intent of this project was to more effectively facilitate the transition from elementary school to junior high school. During the summer, the counselor visited the home of each incoming seventh grade student.

The objectives of these visitations were to (a) learn more about each child and his particular home situation, (b) allow each prospective student the opportunity to ask questions about the forthcoming junior high experience, (c) create an awareness in the home that every student has a place in school where he can ask questions and be assisted in his attempt to answer them himself, (d) provide the parents with a profile of each child's ability, achievement, and attitude to assist the parents in forming a more realistic aspiration level for the child, (e) allow the parents the opportunity to express their feelings about the school system, and (f) provide each student with information on how to study.

The home visits gave the counselor an insight into the child's home environment and his relationship with the family. Parents felt free to ask questions and many commented that they were glad that someone had taken an interest in their child. Most parents felt pleased to receive information concerning their child's abilities and achievements.

TITLE: A Ten Year Follow-Up Study of Interstate 35 High School Graduates From the Classes of 1962-1971

LOCATION: Interstate 35 Community School District

DATES: June 1, 1971 to January 31, 1972

CONTACT: Roy McCleary, Counselor
Interstate 35 High School
Truro, Iowa 50257
515-765-4818

GRANT: $4,500.00

As a result of a DPI team visit which was viewed locally as an assessment of the curriculum, this project was developed to determine how well the curriculum had prepared students for occupations, employment, higher education, and life in general.

Questionnaires were sent to 576 former students. Of this number, 433 returned questionnaires, a 75.2 percent response. The results were tabulated by the Polk County Access Computer Center. Students that had dropped out of school or did not graduate for some other reason were also included in the study. After the results had been tabulated and analyzed, conclusions were developed and recommendations on curriculum development for the district were made.

In addition, the findings of the study are of assistance to the guidance department in working with students presently enrolled. More accurate and complete knowledge of local job opportunities, job requirements, and rates of pay were also accumulated and evaluated. Upon completion, a report was made for publication in local news media, and a mailing of results and conclusions was made to all parents of students then enrolled. As a result of this study, the guidance department plans to conduct an annual follow-up using a similar questionnaire in order to insure constant evaluation and updating of curriculum.

TITLE: Special Summer Guidance Outlook

LOCATION: Lowden Consolidated School District

DATES: June 7, 1971 to August 20, 1971

CONTACT: Glenn Fear, Counselor
Tipton High School
400 East 6th Street
Tipton, Iowa 52772
319-886-6676

GRANT: $4,500.00

The need for this project was based upon the geographical location of the school district which limits pupil understanding of career and educational opportunities. The project was designed to provide both pupils and parents with a better understanding of the process of career choice and educational planning.

Forty-nine educationally deprived pupils in grades 7-12 were identified to participate in the project. All these pupils had experienced problems in school achievement and many had had behavioral problems in school.

The project consisted of activities designed to provide career and educational information for parents and pupils, counseling with parents and pupils, and field trips and visitations to industry, government, educational and training facilities and other facilities not normally found in small towns. In addition, career and educational information materials were provided for both parents and pupils.

The program was designed to supplement the regular school guidance program. All parents were visited twice during the project period. Individual contact with each pupil on a counseling basis was scheduled at least three times during the summer. Various additional standardized tests were used with project pupils, but evaluation of outcomes was based on structured pre- and post-impressions from interviews.

At the final interview, there were many positive remarks and a general expression and feeling of increased awareness about career choices and career training opportunities.

The attempt to promote a career awareness in the participants was a success.

The opportunity to establish a line of communication with the home via the home visits was an important benefit of the program.

TITLE: Group Guidance Procedures in a Personalized Mathematics Program

LOCATION: Price Laboratory School, Cedar Falls

DATES: June 1, 1973 to May 30, 1974

CONTACT: Ed Redalen, Elementary Counselor
Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613
319-273-2220

GRANT: $26,795.00

This project will direct itself to six main areas at the elementary school level. They include: (1) the development of a positive learning environment by utilizing a team approach combining group dynamics, course content, and a management system; (2) the evolvement of constructive group interaction so that the group becomes a resource for accomplishing tasks; (3) the implementation and articulation of the elementary school counselor's role in curriculum development; (4) relating curriculum content activities to guidance objectives; (5) the development of curriculum applications to career development; and (6) the personalizing of instruction by considering both the affective and cognitive needs of the learner.

The statement of objectives relates to these areas and includes the development of counselor strategies, instruments for observing and evaluating students, training for teachers, and applications to various content areas.

The project provides for elementary school teachers from several Iowa schools to attend a workshop during the summer of 1973 where they will observe the developed prototype in operation, observe a team in action, work as members of a team in planning and teaching, and receive instruction in subject matter content, teaching and planning strategies, small group dynamics, and management systems. The project will be continued in several participating schools during the 1973-74 acedemic year. Inservice assistance is provided for the implementation of the prototype at the participating centers.

The degree to which the project objectives are met will be evaluated in a variety of ways. The findings of the project will be disseminated widely throughout Iowa and

the nation.

TITLE: Ida Grove "Affective" and "Career" Integration Emphasis Project

LOCATION: Ida Grove Community School District

DATES: July 1973 to July 1974

CONTACT: Bob Goetting, Counselor
Ida Grove Community School District
Ida Grove, Iowa 51445
712-364-3371

GRANT: $8,749.00

This project will emphasize and integrate the affective and career aspects of education in the classroom setting in a way that will result in: (1) students and teachers (K-12) seeing the curriculum as more relevant to a working world; (2) teachers accepting more of a guidance function in their interactions with students; (3) staff at each level with specialized training, strategies, and responsibilities in career and affective educational procedures; (4) students expressing an awareness and appreciation for work and workers, and having a sense of direction in regard to career and educational planning; and (5) community people feeling somewhat involved and knowledgeable in regard to guidance activities in the school setting. This project is designed to increase the number of affective and career-oriented activities in all student-school interaction.

Activities leading to these results will include: (1) an initial two-day workshop for all staff in the affective areas; (2) a university class in small group procedures and/or related topics for selected staff from each school; (3) monthly inservice staff meetings with mini-workshops, speakers, films, etc., stressing career-oriented and affective involvement; (4) 27 specific involvement procedures related to the project to be implemented in the classroom (grades 4-11) with project staff serving as leaders and helpers; (5) feedback procedures involving school personnel, students, and parents in regards to guidance activities experienced by the student; (6) involving community people in the project to represent career clusters; (7) selecting and utilizing appropriate materials that will enhance the immediate effectiveness of the project as well as insure its future success by having certain materials available at each level; (8) evaluating and testing students' interests and abilities, and relating such results to the individual as he considers career and educational planning activities; and (9) sharing with other school systems and interested parties who are working on career education projects throughout the area.

Special Programs: Title III, Section 306

Special Programs: Title III, Section 306

Under section 306 of Title III of the Elementary and Secondary Education Act, the U.S. commissioner of education is authorized to make grants directly to local education agencies for programs or projects that hold promise of making a substantial contribution to the solution of critical educational problems common to all or several states. To meet the legislative mandate for the program, the commissioner of education periodically establishes priority areas concerned with critical nationwide educational problems. Proposals in those priority areas are then solicited.

In the future, section 306 funds will be used to continue the development, implementation, revision and institutionalization phases of a number of projects funded under national priorities. Support will also be provided for projects in immediate response to newly designated Office of Education objectives. In addition, section 306 funds will be used to encourage the broader adoption of successful products of the regional laboratories, research and development centers, and other major developments supported with federal and other funds. Further, the Office will seek to engineer the replication of successful programs and practices developed in section 306 projects.

Since the section 306 program is a demonstration program designed to produce models which are capable of being replicated in other schools, validated information on the success or failure of a project in attaining its objectives and the procedures used to attain these objectives is essential. Substantial amounts of money are often made available to local education agencies to assure adequate resources for the solution of complex problems. Funds are to be used primarily for development purposes, such as curriculum planning and staff training, rather than for capital outlay and major increases in the number of staff members. Emphasis on the former items increases the probability that projects can be maintained locally after the termination of federal funding or that they can be replicated in other school systems.

Following are descriptions of two Title III, section 306 projects operating in Iowa. Both projects are concerned with a management system for the improvement of reading instruction, a longstanding priority within the U.S. Office of Education.

Instructional Management--Reading Skills
Project Number 71-7012
Des Moines Independent Community School District
Project Period: July 1, 1971, to June 30, 1974
Dr. James L. Daugherty, Director
1350 East Washington
Des Moines, Iowa 50316
(515) 265-5363

The purpose of this project is to field test the Wisconsin Reading Design as a classroom management tool for reading skill instruction in 27 district schools and to train teachers to implement and maintain this management system. In the 27 schools, over 4,400 elementary students (grades K-4 and special education) and 210 teachers are served by the project. The project staff consists of a

coordinator and seven program assistants.

Project objectives are stated in terms of four components:

1) Instruction--Students will demonstrate achievement gains on standardized reading batteries (one month gain per month of instruction).

2) Human Resources Development--Following inservice training by the program assistants, classroom teachers will be able to manage reading instruction in their classrooms on an individualized basis. Similarly, school volunteers will be instructed to effectively assist teachers in using the management system for teaching.

3) Community Involvement--Project parents of the Reading Advisory Council will serve as the chief liaison unit between project schools and the community; they will recruit parent volunteers needed to assist teachers.

4) Dissemination--Newsletters will be distributed; at least 25 dissemination talks given; and at least 25 outside visitors will tour project classrooms.

The initial target schools were chosen on the basis of the average reading scores and grade level placement of fourth and sixth grade students on the Iowa Test of Basic Skills. The target schools were in the lower one-half of the district's schools in terms of average reading scores and percentage of students scoring below grade level. All educable mentally retarded classes were also included in the project.

The Wisconsin Design enables teachers to incorporate their present reading materials and knowledge to a system of individualized reading assessment and instruction. Specifically, this Design enables teachers to: identify skill needs; group students for instruction according to common needs; plan for instruction using a variety of materials and teaching techniques to meet individual needs and learning styles; assess skill mastery; and recycle the teaching process and regroup students for instruction.

Student gains are being measured by the Metropolitan Readiness Test, the Metropolitan Achievement Test, and the Peabody Individual Achievement Test. Changes in teacher knowledge and attitude will be assessed by checklists and surveys. Final data will be available at the end of the 1973-74 school year.

The Reading Advisory Council has met quarterly. Parent volunteers have received inservice instruction; over 25 volunteers are now scheduled in project schools. Two newsletters were developed and mailed; one statewide newsletter article was released. Twelve dissemination talks have been given by project staff. Evidence of this project's impact is apparent in that nine non-project schools in Des Moines have adopted the Wisconsin Reading Design with local funds.

This project received $150,000 of ESEA Title III monies during its first year of operation and $140,000 during the second year. Federal funding for the third year will be $85,000.

Comprehensive Client-Centered Basic Skills and Staff Development Center
Project Number 71-7048
Cedar Rapids Community School District
Project Period: July 1, 1971, to June 30, 1974
A. P. Diaz, Director
346 Second Avenue, S.W.
Cedar Rapids, Iowa 52404
(319) 398-2112

The major objective of this program is to improve reading skills of pupils in grades one through four. This project serves all teachers of grades one through four in the 32 public schools and eight non-public schools plus students in Demonstration Center Schools.

The project demonstrates improvement of pupil reading skills through: (1) helping teachers become more aware of individual student needs, (2) introducing teachers to a wider variety of student independent learning activities to be used while the teacher is working with other groups of pupils, (3) establishing procedures for *ad hoc* grouping to maximize classroom time management, (4) recruiting and training volunteer tutors and utilizing their services, (5) training teachers to use tutors in their classrooms, and (6) training teachers to use positive motivational techniques. Many of these activities have either been piloted or refined in special Summer Reading Centers.

Inservice courses have been offered to teachers in Croft Word Attack and Comprehension Skills, Psychodiagnostic Methods of Teaching, and methods of diagnosing reading deficiencies. Reading Skill Task Files (RST's) detailing specific activities to correct deficiencies have been placed in all elementary schools. Skill station files will further broaden learning alternatives. Three

hundred trained volunteer tutors have donated over 6,000 hours of their time working with children individually and in small groups. A community agent coordinates recruiting, training, and placing of volunteers. Demonstration Centers, staffed by a reading specialist and paraprofessionals, have been established to show teachers how to meet individual differences through *ad hoc* grouping. As training is completed at one Center, project effort shifts to another school.

Standardized measures utilized in evaluating this project are the Gates-MacGinitie Reading Achievement Test and selected sub-tests of the Spache Diagnostic Reading Scale. An individual test covering a sample of instructional objectives derived from the basal reading program is administered annually to a random sample of first grade students. Other strategies include classroom observation of student activities, inservice rating scales, questionnaires given to tutors and teachers, and criterion-referenced tests in word attack skills.

Emphasis on individual diagnosis and consequent instruction in word attack skills has resulted in significant growth in reading vocabulary. Teacher inservice activities have contributed to the use of a wide variety of individual teaching-learning activities. As a result of positive parental and teacher reaction to learning alternatives and use of these to meet individual needs and differences, the LEA has completely redesigned summer school reading instruction. Final data will be available at the end of the 1973-74 school year.

During its first year of operation, this project received $124,000 of ESEA Title III funds; the second year grant was in the amount of $90,000. Federal funding for the third year is $70,000.

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